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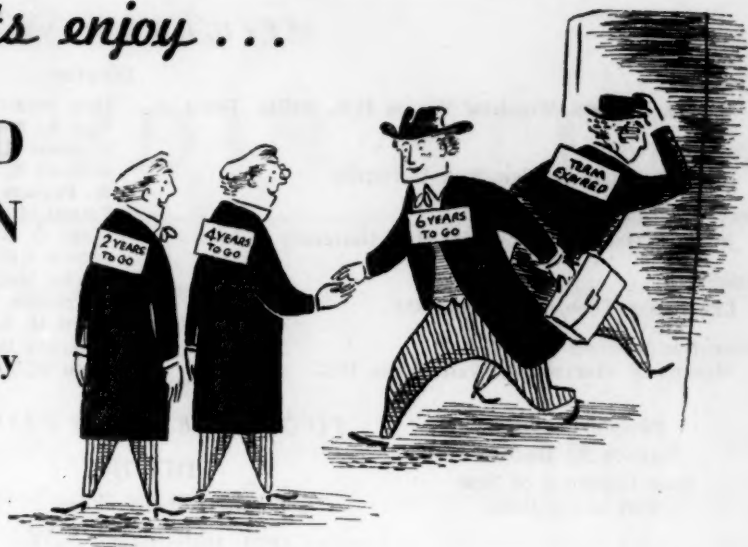
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Editor's Page

TEACHING RECENT AMERICAN HISTORY

THE professional historian does not need to justify his study of the past. It is sufficient justification for him, as it is for all scholars, to know that he is seeking truth and that, through his efforts, some small increment has been added to man's knowledge of the world.

The history teacher is in an entirely different position. This is true of the teacher in the elementary school, in the high school, and, to a somewhat more limited degree, in the first two years of college. He must demonstrate that his subject is immediately functional, that it contributes to the larger purpose of general education, which is to make the world in which he lives intelligible to the student. If, in the process, he can find time for research, if he can manage to awaken and guide students' interest in scholarship, he will be a truly great teacher.

The term "social studies" came into use something more than a generation ago. Its widespread acceptance reminds us that a major objective of our instruction is a clearer understanding of man's relationship to his fellowmen in the contemporary world. Evidence of this concern for the present can be readily seen in the changing curriculum. Within the past two decades we have had increasing emphasis on "current events" or "contemporary affairs." We have given a larger place in the social studies program to a course that we call by various names, including Problems of Democracy, World Problems, or The Contemporary World. We have also seen the courses in ancient history and even in "modern" European history replaced by a course in World History which, in theory at least, brings the student to the present day. And even the most casual examination of American history textbooks published during the past fifty years will reveal an ever-growing concern for recent developments in American life.

For this shift in emphasis, the professional educators are only in part responsible. To be sure, our growing interest in the immediately

functional reflects our changing conceptions of the learning process and of the nature and purpose of education. But educators themselves respond to changing times and new conditions, and the fundamental fact for social studies teachers to bear in mind is that we are living in a world where the rate of change has accelerated to a point where it approaches the catastrophic.

Between World War I and today, life in this country has been altered more than in all the previous 300 years of our history. This has had a drastic and far-reaching effect upon the individual. The American of middle age has been forced to adapt himself to more sweeping changes than all the earlier generations of Americans combined. This same American must be prepared to face during the remainder of his lifetime changes of increasing rapidity and magnitude. He, his children, and peoples everywhere throughout the world must accept the fact that adaptation to new conditions is the price of survival. Whether men can make the necessary adjustments remains to be seen. There is no precedent in history to guide modern man in what is perhaps the most compelling problem of our times.

AN UNDERSTANDING of what is happening to us must be developed in the schools, and the primary responsibility for developing it rests upon the shoulders of social studies teachers. And yet, as we all know, far too many courses in American or world history never quite reach the twentieth century. In some cases, we as teachers linger too long over old, familiar material in old familiar lesson plans, only to awaken one bright May morning to the realization that the school year is almost ended and our classes are still studying the Civil War or the revolutions of 1848 in Europe.

For some time social studies teachers have been concerned about the growing amount of material they are expected to cover in a given year. We have been searching for some neat formula by means of which we could determine what to omit and what to stress in our courses. Pending the

discovery of the magic formula, we had better admit that the only feasible solution to our problem is careful planning, the systematic development of our courses of study, and the exercise of self-restraint. Teachers who are following these time-honored rules are able to devote the last two or three months of their work in world history and American history to the twentieth century.

HELP FOR TEACHERS:

(1) NATIONAL COUNCIL PUBLICATIONS

PART of our difficulty is, of course, the lack of adequate reference material. No single-volume textbook can hope to cover the entire sweep of American history, to say nothing of the far more complex story of world history, in sufficient detail to provide colorful, entertaining, interpretative reading. And outside of the textbook field, there is the understandable reluctance of professional historians to tackle the hazardous and perhaps impossible task of interpreting recent history.

During the past few years the National Council for the Social Studies has tried to bring to the attention of busy teachers some of the more useful material now in print. Two Yearbooks, one on the teaching of American history, the other on the teaching of world history, have each contained discussions of useful audio-visual as well as printed aids.¹ In addition, recent issues of *Social Education* have included several analyses of significant literature.²

Teachers planning their work for the coming school year should find this material especially helpful. And those who seriously intend to do something about helping their students to understand the contemporary world will make it a point to examine the six latest additions to "The Chronicles of America."

(2) SIX NEW VOLUMES IN "THE CHRONICLES OF AMERICA"

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been published. They traced the rise and development of American civilization from the early settlements through World War I.

From the beginning, "The Chronicles of America" proved to be one of the most useful series of books in American history ever prepared for the general public and the schools. Through the years both of these groups have continued to read the books with pleasure and profit. Teachers have turned to them for illustrative and interpretative materials, and have sent students to them to prepare reports on special topics. Some of the books have become practically indispensable tools in the hands of classroom teachers. In this category, and without prejudice to other equally valuable volumes, we might list Charles M. Andrews' *Colonial Folkways* and William E. Dodd's *The Cotton Kingdom*.

Last fall five new volumes were added to the series,³ and a sixth addition will soon be made with the publication of volume 53, which carries the title, "*The Struggle for Survival: A Chronicle of Economic Mobilization in World War II*." These books give us a competent, scholarly, interpretative history of the United States from the early 1920's to the end of World War II. In scholarship, in clarity of expression, in general readability, in all around usefulness they maintain the high standards earlier established by the best volumes in the series. Good high school students can read them without difficulty, and even slow readers will be interested in certain selected chapters. Not least important, the price (\$2.50 per volume in the Textbook Edition) brings them within reach of teachers who are building their own personal reference libraries or small classroom libraries for their students.

ONE of the great dangers of our time, the greater because it is so insidious, is the

(Continued on page 272)

tives in American Negro History" (May 1950); Carlton C. Qualey, "Recent Scholarship and Interpretations in American History" (May 1951). Reprints of these articles may be secured for ten cents each. Write to the Executive Secretary of the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C.

¹ Richard E. Thursfield, editor. *The Study and Teaching of American History*. Seventeenth Yearbook, 1946. Ruth West, editor. *Improving the Teaching of World History*. Twentieth Yearbook, 1949.

² Kenneth S. Cooper, "Modern European History: Recent Trends and Significant Literature" (February 1950); John de Francis, "Far Eastern History: Recent Interpretations" (April 1950); John Hope Franklin, "New Perspectives

³ Harold U. Faulkner, *From Versailles to the New Deal: a Chronicle of the Harding-Coolidge-Hoover Era* (vol. 51); Denis W. Brogan, *The Era of Franklin D. Roosevelt: a Chronicle of the New Deal and Global War* (vol. 52); Fletcher Pratt, *War for the World: a Chronicle of Our Fighting Forces in World War II* (vol. 54); Allan Nevins, *The United States in a Chaotic World: a Chronicle of International Affairs, 1918-1933* (vol. 55); Allan Nevins, *The New Deal and World Affairs: a Chronicle of International Affairs, 1933-1945* (vol. 56).

Bryce's Modern Democracies

Howard White

WE TEACHERS may complain that we cannot keep up with new books in our respective fields, that we can hardly do more than read the reviews of them. Our zeal to keep in the race may cause us to overlook older books of more permanent value. In the social sciences, this is likely to occur with books which were first published from 30 to 75 years ago. They aren't quite old enough to be called "classics" and to be reprinted with scholarly footnotes explaining their quaint word usages. Most students of the social sciences have at least a speaking acquaintance with Plato and Aristotle, with Locke and Rousseau, perhaps with Bentham and John Stuart Mill. Teachers of the social studies may know that James Bryce wrote *The American Commonwealth* and, when pressed, recall that he also wrote *Modern Democracies*. How many are familiar with the latter monumental work?

Modern Democracies reveals a wise man's insight into the characteristics of democratic institutions. His insight was a product of patient, persistent amassing of facts. "It is Facts that are needed: Facts, Facts, Facts. When facts have been supplied," he said, "each of us can try to reason from them."¹ He was cautious in accepting alleged facts, typically Scotch, so typical that he would probably deny that anyone is typical. At least he would not treat any single democracy as typical; but he had a scientist's appreciation for features common to most or all of the democracies he studied: France, Switzerland, Canada, United States, Australia, and New Zealand. (He gives a chapter to the republics of antiquity and

another to Spanish-America.)

Bryce was a scientist in his meticulous impartiality toward proved facts. "Most of what has been written on democracy has been written with a bias," he observed, but excepted Aristotle and Tocqueville from this category. The former "draws his conclusions from a large number of concrete instances and though he passes judgment, he does so with cold detachment."² That "cold detachment" Bryce emulated. Because he could not deal with Britain in that manner, he omitted that democracy. "No citizen of Britain, and certainly no citizen who has himself taken part in politics as a member, during forty years, of legislatures and cabinets, can expect to be credited with impartiality, however earnestly he may strive to be impartial. I have therefore been reluctantly obliged to leave this branch of the subject to some one, preferably some American or French scholar, who is not affected by a like disability."³

His disclaimer did not keep him from comparing British features with those of other democracies. Moreover, if the "best way to get a genuine and exact first-hand knowledge of the data is to mix in practical politics,"⁴ how reliable is the data upon which Bryce based his evaluation of democracy in countries other than his own? He had to get data from participating citizens in other lands. It is precisely in this process that Bryce was preeminent. To understand why, and to learn how we may model our research methods on those of a master, it is necessary to review briefly the circumstances of his life and work.

JAMES BRYCE was born in Belfast, May 10, 1838. He was British ambassador to the United States from February 21, 1907, to April 24, 1913. He entered the House of Lords as Viscount Bryce of Dechmont in January 1914. He died on January 22, 1922. The chronological table of his life, in H. A. L. Fisher's *James Bryce*,⁵

With this commentary on James Bryce's *Modern Democracies*, *Social Education* begins a new series bearing the general title of "Landmarks in the Social Sciences."

Dr. Howard White is professor of government and head of the department of government of Miami University in Oxford, Ohio. He is also chairman of the Committee on Constitutional Convention, Ohio Program Commission, and acting chairman of the Board of Directors of the Citizens Committee on the Ohio Constitution.

¹ Vol. I., p. 12.

² *Ibid.*, p. 9.

³ *Ibid.*, p. 8.

⁴ *Ibid.*, p. 16.

⁵ (1927) Vol. II, p. 313-24.

records a variety of activities in scholarship, in public life, and in travel that seems almost impossible for one man to have accomplished even in 84 years, particularly as to travel, before the day of stratocruisers.

His family moved to Glasgow when he was eight. He was educated at the Glasgow High School and Glasgow University. He became a Scholar of Trinity College, Oxford, at the age of 19 and soon acquired other academic prizes and scholarships. He became a Fellow of Oriel in 1862, and two years later, aged 26, published *The Holy Roman Empire*, still the definitive work in that field. His fame among Americans grew out of his *American Commonwealth* (2 vols., 1888), on which he had begun writing in 1883. His appointment as ambassador was a logical consequence. During World War I he served on a committee to draft a plan for a league of nations. In the meantime he had begun to work on the monumental treatise, *Modern Democracies*, published in his eighty-third year (1921). His last book, *International Relations*, a revision of a series of lectures at Williamstown during his last trip to America the preceding year, was published the month he died. Two other notable publications should be mentioned: *Studies in History and Jurisprudence* (1901) and *Studies in Contemporary Biography* (1903).

THE commencement speaker for the University of Illinois some forty years ago was arriving by train. Since this speaker was the British ambassador, protocol seemed to require that he be met at the railway station by the most distinguished members of the faculty. Attired in striped trousers and cutaway coats, they assembled on the platform near where passengers were alighting from the Pullman cars. But the ambassador was not among them. What was to be done? Would they have to listen to another version of the university president's commencement address? Finally, the reception committee noticed a small, gray-bearded man, in a business suit with baggy trousers, carrying his own luggage, coming down the platform from the day coach in which he had been riding. They recognized him then: James Bryce.⁶ Britain was not worried by a "dollar gap" in those days. It was not miserly with its representatives abroad. Bryce had chosen

to ride in the coach, not because of his Scotch thrift, but because he could meet there, and draw information from, a wider range and a larger number of people.

His skill in drawing information from people was perfected by continuous use. His sympathetic, unassuming manner in asking pertinent questions induced responses that tended to be truthful and explicit because based on the person's own observation and experience. Bryce was a good listener. The answers were filed away for evaluation and use by the man whom Theodore Roosevelt characterized as "simply a prodigious memory with a lot of hair on it." Long before the day of the pollster, Bryce had learned, by doing, that "the best way in which the tendencies at work in any community can be discovered and estimated is by moving freely about among all sorts and conditions of men and noting how they are affected by the news or the arguments brought from day to day to their knowledge."⁷ He estimated that five-sixths of the contents of his *American Commonwealth* was derived from conversations with Americans in London and others whom he had questioned during three extended visits to the United States between 1870 and 1883. The same technique was used in preparing *Modern Democracies*, "personal observation coupled with the systematic interrogation of trustworthy witnesses."⁸ Although he did not begin formally composing the work until in his seventies, he drew largely on observations and inquiries habitually made both at home and abroad. In 1862, while a Fellow at Oriel, he had journeyed to Switzerland, Dresden, Munich, and Berlin. Few were the years afterward which did not find him either in Europe or some other continent for one or more months. What he saw and heard was stored away in his capacious memory, but some items were missing. In 1919, in his 81st year, he went to Switzerland before finishing his analysis of that democracy, which he rated highest on most counts.

IN THE *Encyclopedia of the Social Sciences*, Ernest Barker provides an excellent summation. James Bryce "was a shrewd and tireless observer of life who sought, through a varied experience of his own, through conversation and inquiry and through constant travel, to understand fully the world in which he lived."

Modern Democracies, therefore, gives us a

⁶ On this visit, Lord Bryce stayed overnight at the home of Professor James W. Garner. In the morning, Garner found Bryce's shoes outside the bedroom door—and polished them.

⁷ *Modern Democracies*, Vol. I, p. 156.

⁸ Fisher, *op. cit.*, Vol. I, p. 286.

systematic analysis and evaluation of democracy in operation in various countries. It is the work of an exceptionally keen observer and interrogator, putting into these two volumes the concentrated wisdom acquired during more than a normal life span. Obviously a reviewer can offer only a random sample of the contents.

Of outstanding significance to teachers of the social studies is the integration of the social sciences and history which characterize Bryce's approach to the study of democracy. To him, democracy is a way of life, affecting such diverse phases as the family, social customs, education, traditions, the press, public opinion, religion, the economic system, as well as political parties, the structure and working of the government, and the basic theories of equality and liberty which are associated with the concept of democracy. In each aspect, there is enough of the historical background to give a comprehensive picture of how it came about that people live as they do in the six democracies. From this approach "he went straight to the human factors—the quality of the human material in parliaments and assemblies, the methods of party organization and action, the character of a country's press, the influence of money in politics."

BRYCE was concerned with education as a means of preparing young citizens for the responsibilities which a democracy places on its adult members. He marshalled the relevant facts with the "cold detachment" which he admired in Aristotle. He did not find in education a cure of all of democracy's ills, but "knowledge is better than ignorance."⁹

If education is to make its maximum contribution to democratic citizenship, it will be because competent teachers have instilled an interest in civic functions and some knowledge of their nature. "In schools where pupils remain till about fourteen years of age, everything depends on the teacher. . . . Text-books are of little use except in furnishing a syllabus which will help the teacher in his efforts to explain in familiar language, and by constant illustrations, what government does mean." Even in secondary schools, the difficulty recurs, "that of dealing with matters which have little reality or 'content' to one who has not yet come into contact with them in actual life." Again he recommends "conversational treatment enlivened by constant illustrations." At the university level, the "living voice of the

teacher . . . can warn against the fallacies that lurk in words, can explain the value of critical methods, and, above all, can try to form the open and truth-loving mind."¹⁰

However, "knowledge is one only among the things which go to the making of a good citizen. Public spirit and honesty are even more needful. . . . The habit of local self-government is the best training for democratic government in a nation. Practice is needed to vivify knowledge." Programs for citizenship training today show an awareness of the value of learning by doing.

BUT when formal education has done what it can, Bryce noted that "if the practical test of civic capacity in individuals or classes be found in voting for the best men and supporting the best measures, i.e., the measures which ultimate results approve, the masses may be found to have in some countries acquitted themselves as well as what are called the educated classes. Attainments in learning and science do little to make men wise in politics."¹¹ This distrust of education, *per se*, for developing good citizens had appeared in Bryce's *American Commonwealth*. "Education ought, no doubt, to enlighten man; but the educated classes, speaking generally, are the property-holding classes, and the possession of property does more to make a man timid than education does to make him hopeful. . . . Nearly all great political and social causes have made their way first among the middle or humbler classes," even though the leadership may come from an individual of higher rank. Educators may take this statement of fact as a challenge but it may be doubted whether they can do much to change the situation.

Perhaps the most obvious feature of the situation when Bryce wrote—and no less obvious today—is that the "majority of citizens generally trouble themselves so little about public affairs that they willingly leave all but the most important to be dealt with by a few." The average man's "civic duty to the community" ranks below three or four other interests: "the occupation by which he makes a living," "his domestic concerns, his family and relatives and friends," and even "his amusements and personal tastes, be they for sensual or for intellectual enjoyments."¹² He did not explicitly state the logical corollary that education must therefore place greater emphasis

⁹ *Ibid.*, p. 76-77.

¹¹ *Ibid.*, p. 78.

¹² *Ibid.*, Vol. II, p. 547.

⁹ *Modern Democracies*, Vol. I, p. 74.

on these interests which most citizens consider more important than training for civic duties. If the schools do not help youth to prepare for those aspects of life regarded as most important by the citizens whose votes on tax levies and bond issues support the schools, then such support will be withdrawn. Bryce did not anticipate any general realignment of the average citizen's interests resulting in ranking civic interest higher. But he would not discard democracy in favor of some other form of government on that account. He observed that what the average man "lacks in knowledge he often makes up for by a sympathetic comprehension of the attitude of his fellow-men. Thus there is a sense in which the People are wiser than the wisest person or group."¹³ This is not an endorsement of anti-intellectualism. It is rather a recognition of the limits of what is possible in formal education.

EDUCATION was only one of the phases investigated by Bryce in the six democracies. Another, like his concern with education, grew out of his long-time association with that phase of democracy, the representative legislature. Realizing "the tendency in himself, growing with his years, to dwell in memory chiefly upon the things he used most to enjoy in his boyhood," he discounted the complaints that there is less brilliant speaking than formerly and that the best citizens are less disposed to serve as legislators. Nevertheless, he could not ignore "evidence to indicate in nearly every country some decline from that admiration of and confidence in the system of representative government. . . ."¹⁴ He did not find that legislators had declined in character and ability, except relatively to the tasks before them. "The issues of policy which now occupy legislatures are more complex and difficult than those of half a century ago." In several democracies the "average standard of talent and character" of representatives had not risen with the increase in difficulty of the tasks with which the legislatures had to deal. This is a valid criticism. It has nothing in common with the unthinking denunciation of do-nothing congresses and unrepresentative legislatures. Such denunciation proceeds from the naive assumption that legislatures are reflectors of the will of the people. A little thinking will lead to the realization that there is no will of the people on most matters on which legislators vote, but many citizens fail to

think about such facts. They prefer to indulge in irresponsible criticism.

DURING recent months we have witnessed the efforts of Congress to shape foreign policy. Bryce's chapter on "Democracy and Foreign Policy" will enlighten any reader as to the effective role of diplomats, legislators, and public opinion, respectively, in the conduct of foreign policy. Despite his "cold detachment" in analyzing the evidence, Bryce's faith in democracy is perhaps most clearly revealed in the statement that "the general principles which should guide and the spirit which should inspire a nation's foreign policy are . . . too wide in scope, too grave in consequences, to be determined by any authority lower than that of the people."¹⁵ Democracies have made mistakes in foreign policy, but "the faults chargeable on monarchies and oligarchies have been less pardonable and more harmful to the peace and progress of mankind."¹⁶

The reviewer's difficulty in selecting ideas from *Modern Democracies* is that he has to ignore others, equally important to the understanding of the democratic processes. For those who can go to the volumes themselves, but cannot spare the time to read them from cover to cover, parts one and three should prove rewarding. Part two contains the detailed descriptions of the six selected democracies. Part one, outlining the methods of inquiry, the historical evolution and theoretical foundations of democracy, and dealing with other considerations applicable to democratic government in general, is as timely today as when it was written, even if it does not mention radio and television in the discussion of media of communication which influence the formation of public opinion. Part three examines and criticizes democratic institutions in the light of the facts contained in part two. In addition it contains Bryce's observations on such phenomena as the money power in politics, democracy and the backward races, and the relation of democracy to letters and the arts. Here is concentrated the evidence of Bryce's superior powers of observation, analysis, and interpretation of political phenomena. In his careful evaluation of the results of democratic government, its comparison with other forms, and in his emphasis on the importance of leadership in a democracy we find a profound intelligence stating in easily understood language the essentials of the social life of man who is by nature a political animal.

¹³ *Ibid.*, Vol. I, p. 150.

¹⁴ *Ibid.*, Vol. II, p. 335.

¹⁵ *Ibid.*, Vol. II, p. 368.

¹⁶ *Ibid.*, p. 383.

Students Invest in the Stock Market

Frederick E. Bauer, Jr.

TEACHING a course on the principles of economics to preparatory school seniors has been likened to Don Quixote tilting with windmills. The complex ideas of marginal productivity, elasticity of demand, and corporation finance often miss the mark completely with young students of limited experience. However, a project to make one phase of the study of economics more real was begun at Mount Hermon School four years ago and has continued with increasing success ever since.

After a month of study of the factors of production, the problem of business organization is discussed. The textbook offers valuable background material, emphasizing particularly the role of the corporation in the production of the nation's goods. At this point the nature of stocks and bonds is examined and the textbook is replaced by the financial page of *The New York Times*. Each student is asked to obtain a particular copy of the paper, and for several days he investigates the exchanges, notes how securities are traded, studies the listings, and tries to draw significant conclusions from the paper. At this point an "Investment Trust" is formed in each class with each student contributing \$1.00 for one share in the Trust. Officers are elected and the instructor becomes the advisor.

NOW the problems become practical. In what company or companies should the Trust invest? Should they speculate for a rapid change in price? Should they invest for a moderate income? Should they diversify their holdings? Should they invest locally in order to be in a more favorable position to observe the company?

To help clarify these and many other issues, each student is asked to select an up-to-date annual report of the company of his choice from the library corporation file. A week is then spent

The author of this article, an instructor of economics at Mount Hermon School in Gill, Massachusetts, obviously believes in the value of practical experience.

in learning to read financial reports, in learning to analyze the financial statements, and in criticizing general accounting procedure. At the conclusion of this time each student submits a written report on the financial structure of the company he is analyzing. All the reports are discussed in class. Those companies whose shares are priced above the range of the Trust's assets are eliminated and a list is compiled of the more desirable. This list is then compared with reports from *Standard and Poore* and the *Fitch Stock Records*, and a final selection is made by a majority vote, each share receiving one vote.

The purchase of the shares is made by the advisor through brokerage contacts, and a complete financial record is kept of each transaction showing cost of shares, brokerage fees, taxes, and registry fees. The object lesson is clearly pointed out that buying shares on the market has no direct effect upon the financial structure of the corporation itself. Upon receipt of the share, each member of the class is responsible for following the daily stock quotations, for reporting changes, and for suggesting reinvestment policy.

In the current project, four classes of students have invested in seven different corporations, including the Regal Shoe Company, Wilson and Jones Company, Gibson Refrigerator Company, Greenfield Tap and Die Company, Le Roi Company, American Hide and Leather Company, and Book-of-the-Month Club. On a total expenditure of \$76.50, dividends have been received of \$2.80 over a period of six months, a return of 7.4 percent a year. The dividends are either distributed among the members of the Trust or returned to the treasury, according to the vote of the shareholders.

IN ORDER to emphasize the relationship of the investor to the company, two other procedures are followed. First, after all the investments are made in the fall of the year, a letter is sent from the advisor to the president of each corporation informing him of the project, and requesting his ideas about the prospects for the future. Last autumn all seven corporations re-

plied in gratifying terms, and the letters were posted for the groups to read and discuss. A second procedure, adopted last fall, is for a representative of the group to attend meetings of the stockholders wherever possible in order to get a personal view of the corporation and its officers. The advisor attended two such meetings during the spring recess of school, finding himself sitting around the conference table with owners of thousands of shares. In both cases, however, the corporations involved were most cordial in welcoming such interest and were pleasantly concerned when informed of the circumstances, although it must be stated that the immediate reactions of the officers revealed bewilderment. In one case, the advisor was taken on a personally conducted tour of the plant. In another case, the president of the corporation was gracious enough to plan to meet with the students involved to explain the activities of his corporation and to bring to life many of the theoretical ideas gleaned from the textbook.

From time to time a group of the students who form the Trusts have met in New York City during their vacation periods in order to visit Wall Street and to see the New York Stock Exchange in operation. These students have reported their

findings to the others upon their return to class.

This project continues throughout the year and culminates during the spring term in a meeting to determine the method of disposing of the shares. Many possibilities are presented, but past experience is usually followed, and the shares are transferred to the school library to constitute an endowment fund, the earnings of which are applied to the purchase of additional volumes of interest and help to future students of economics.

THE value of this method of teaching corporation finance has not been statistically evaluated in terms of later progress in college courses. However, the value in creating interest and developing sound attitudes toward this and other areas of American economic activity has been far reaching. Graduates have returned to school and discussed intelligently the problems of quasi-public corporations, investment procedure, and related topics. Parents have reported interest and concern for financial matters on the part of their sons. And, what is more important, the students themselves have derived a working knowledge of the intricate relationships of the factors of production which are so necessary a part of the capitalistic economy.

TEACHING RECENT AMERICAN HISTORY

(Continued from page 266)

growing feeling of frustration and, in some cases, of despair that grips the individual who pauses to look at the complex and turbulent world in which he lives. The temptation to reject the world and all its works, to go one's own way without attempting to function as an effective citizen of a national, let alone a world, society, is sometimes overwhelming. Here is the danger. For, obviously, if we succumb to this temptation, we reject our democratic heritage, we turn our backs upon man's long struggle to build a social order in which he stands erect as a free, responsible individual.

Perhaps life is becoming too complex for us to

handle. If so, the dark night of barbarism is closing in upon us. But there is much in the history of the past thirty years to give us courage and to renew our faith in ourselves and in the future.

We, as teachers, have a grave responsibility. We cannot, as responsible educators, permit our students to leave school without some understanding of what is happening and why. We have no right to turn them loose in such a dark and troubled world without some light to guide them. In the recorded experience of our generation we find that man's hopes and aspirations are as bright as they have ever been in human history. We must not neglect that record.

A Tale of Inflation and Deflation: A Teaching Unit

Frances Hunter Ferrell

WE HAVE been called a nation of economic illiterates. Yet, to quote Dean Ernest O. Melby, "The most realistic observers of the American social fabric recognize that the Achilles heel of American freedom is somewhere in our economic system."¹ American history affords the teacher many opportunities to develop within students a deeper understanding of our economic life. Paul Coons, in an article in the *Journal of Educational Sociology* for March 1950² lists four ways by which the teacher of American history may promote economic literacy, namely:

1. By providing "a frame of reference needed for sound perspective on economic problems."
2. By showing the impact of American economy upon the world situation and vice versa.
3. By making clear the influence of economic situations on the development of political and social history, especially upon our democratic way of life.
4. By affording students an opportunity to evaluate economic propaganda.

WITH these possibilities in mind, I like to present to my senior class in American history a unit on currency, which, for want of a better name, I call "A Tale of Inflation and Deflation." No topic is more vital to us than that of the currency, for we are confronted with it at every step of the way through life. In the

"At the time I developed this unit," the author writes, "I was a teacher of American history at John Marshall High School in Chicago. I hope that some mention of the school can be made, for, as the kids say, 'it's a swell school.'"

Mrs. Ferrell is now a member of the research staff of the Chicago Board of Education.

words of Grover Cleveland, "It vitally concerns every business and calling and enters every household in the land." Yet to many students the currency problem is merely a question of how much silver the government has purchased from time to time, how much money is in circulation, and how much gold is stored at Fort Knox.

That every time you change the value of money you redistribute the wealth is a truism that none will deny, and one that arouses much curiosity in a class of high school students. To make the approach to the question more realistic, we each find ourselves inheriting \$10,000 from a rich uncle back in 1932. (The date of this imaginary inheritance may be changed to suit the scope of the unit.) This we proceed to invest and then watch our investment appreciate or depreciate with the changing value of the dollar. The student easily sees that the one who invested his money in General Motors stock, a farm, or an apartment building is better off today than the one who bought bonds or put his money in the bank. Will it always be that way? Has it always been that way? The student is anxious to see what the textbook has to offer on this question.

We are now ready to turn back the pages of history and note the fate of the dollar since the Civil War. The student follows with interest the Resumption Act, the Greenback movement, the Free Silver movement, the Federal Reserve system, the New Deal currency measures, and the ambivalent nature of our currency policies since World War II, ending with the present controversy between the Federal Reserve Board and the Treasury Department.

¹ Ernest O. Melby, "Economic Education Is a Must." *The Journal of Educational Sociology*, 23:378; March 1950.

² Paul W. Coons, "Promoting Economic Literacy Through American History." *op. cit.*, 23:417-418, March 1950.

HAVING read and discussed the material in their texts and available reference books, the students are then asked to list topics for more detailed study by committees. These are placed on the board and, with an eye to balance, proportion, and parallels, topics are eliminated, grouped, and regrouped, until we have about five upon which we all agree. These are then posted, and each student writes his name under the topic which interests him most. Thus committees are set up. In one class the topics selected for further study were: The election of 1896; the stock market crash of 1929; the soldiers' bonus as an aid to inflation; the Office of Price Administration; the effect of the devaluation of the currency upon our world trade (1941-1950).

Thus, although they keep within a common framework, each group follows its own interests.

The committees then meet, selecting a chairman and a recorder. Several days are spent in the library looking for pertinent material, and several days in the classroom getting the material organized. The students also like to meet in one another's homes and parents often take a lively interest in the topic. Intensive use is made of the *Readers Guide to Periodical Literature* and, like Claude Bowers, we "resort generously to that rich mine of history in the rough, the newspaper of the day."³ As we read this material we are ever on the watch for tendencies of authors or speakers to oversimplify the problem, failing to take in consideration the multiplicity of factors involved, and to appeal to the emotions of the reader. Among examples of oversimplified and emotional explanations may be cited this statement from the platform of the Populist party in 1892: "Silver, which has been accepted as coin since the dawn of history, has been demonetized to add to the purchasing power of gold by decreasing the value of all forms of property as well as human labor, and the supply of currency is purposely abridged to fatten usurers, bankrupt enterprise, and enslave industry." If you have the good fortune to be studying this unit during a political campaign, it is interesting to compare this statement with those made in the platforms of the current parties.

Such a unit provides rich experiences to meet the needs of the individual child. The one who loves poetry must have the opportunity to enjoy

Vachel Lindsay's *Bryan, Bryan, Bryan*. The child who has a coin collection will love to show it to the class. Cartoons, popular songs (*Brother, Can You Spare a Dime?*), newspaper editorials, records, pamphlets—there is no end to the material available and available on every reading level. The better readers will want to read Hayes' message vetoing the Bland Allison Act, Cleveland's message to Congress asking for repeal of the Sherman Silver Act, and Baxter's "Inflation Is Not Coming," while all will enjoy William Jennings Bryan's "Cross of Gold" speech.

We draw up a schedule of reports, each group giving the report in whatever form it feels will be most effective. A record is kept of each report and the ensuing discussion. A coordinating committee then weaves the reports together to make a coherent pattern.

IN ADDITION to the committee reports, the following problems can be explored as a means of reaching the objectives:

1. Hayes, in vetoing the Bland Allison Act, said that he thought it dishonest. Why? Do you agree with him?
2. The dollar of 1896 was worth 216 cents in comparison with the dollar of 1926. What does this mean? What people would suffer and what people would profit from such a high valuation?
3. In the campaign of 1896 one of the speakers made this statement: "There are but two sides in the conflict that is being waged. The one represents the wealthy and powerful classes who want control of the government to plunder the people. The other represents the people contending for equality before the law and the rights of man. Between these two there is no middle ground." Tell why you are or are not willing to accept this statement.
4. What factors would you have had to take into consideration in determining how to cast your vote in the election of 1896?
5. "There is scarcely a hamlet anywhere in the world whose economic life is not affected by decisions made in Washington." Cite examples to show the truth of this statement.
6. In a recent speech Senator Paul H. Douglas said: "Inflation has been a great destroyer of the vast middle classes and of governments. It has paved the way for dictatorships and overthrow of democratic institutions."⁴ Give examples from history to show why this is or is not true.
7. At present many of you hold government bonds which you hope will see you through college. Show how the utility of these bonds is dependent upon the government's currency policies.

In a workshop in 1949, the New York University Joint Council on Economic Education issued an

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³ Claude G. Bowers, *Jefferson in Power: The Death Struggle of the Federalists*. Boston: Houghton Mifflin, 1936. p. vii.

⁴ Douglass, Paul H. "Federal Reserve Board vs. U. S. Treasury." *Vital Speeches* 17:330-6; March 15, 1951.

What Does the Citizen Need to Know About World Affairs?

Walter H. C. Laves

WITHIN the academic year that is now coming to a close the world has moved farther from, rather than closer to its goal of peace. Nearly a year since the Korean aggression began, the peoples of the world are coming to realize that the prospect for real peace has faded and that in its place there seem to be two alternative prospects: either a third world war fairly soon, or a long period of high international tension accompanied by continuing military preparation. The peaceful way of life which we long considered normal appears to be in jeopardy for some time to come, and all personal planning for the future is exceptionally difficult and surrounded by increasing uncertainties.

Everywhere about us we see the consequences of this world insecurity. It is evident in the puzzled attitude of students toward the completion of their college or high school programs. Among the adult public, tempers seem to be running short in the discussion of some of the national and international issues that most require thoughtfulness, sound knowledge, and attitudes of tolerance, firmness, and forbearance. In Congress, in the press, and on the radio, explosions of opinion are common that reflect both ignorance and lack of good judgment on world affairs. Even wild extremists who would jettison the entire UN system and precipitate a world war "just to get it over," appear to have a listening public. Some suggestions have been heard—again reflecting the same psychology of frustration and insecurity—that one of the greatest Secretaries of State in the history of our country

should be sacrificed. In one local community, hysteria focused upon the local public library and necessitated action by the American Library Association in defense of a librarian who thought a library was a place to have books that conveyed knowledge and understanding. In many other communities there have been equally disquieting evidences of totalitarian thinking that violates the most basic American principles.

The United States is not alone in showing publicly its political immaturity, its political illiteracy. In Europe, too, I saw evidence of the same things when large portions of public opinion could not comprehend the worldwide threat to peace in apparently localized Korean aggression. People who have so recently been ravaged by the scourge of aggressive war find it difficult to rally in support of military action even around a UN standard of collective security.

Given the strained world setting in which tomorrow's citizens are getting their education, what can teachers do that will help develop a greater measure of political maturity on the part of the American people? How can the schools combat political illiteracy on international affairs?

THE task before you as teachers has many aspects and it is obviously a complicated one. I should like to concentrate attention here merely upon the kinds of knowledge or understanding that citizens need to have if they are to make intelligent choices and decisions on public policies that affect the achievement or the maintenance of peace. A complete discussion of even this specific problem should take into account both the rational and the nonrational factors influencing the citizen action, but space here permits me only to consider the more rational factors.¹

Actually there is need for much more research of the kind carried on by the Institute for Social

For permission to reprint this article, which originally appeared in the May 1951 issue of the University of Michigan's School of Education Bulletin, we are indebted to the editors and the author. The article is a summary of an address given before the Sixteenth Annual Convocation of the School of Education on April 19, 1951. Dr. Laves is Visiting Professor of Political Science at the University of Michigan and former Deputy Director General of Unesco.

¹ For a fuller discussion, see my article in the *Antioch Review*, Spring 1951.

Research here at the University of Michigan in order to discover the factors that determine attitudes and hence influence action, in respect to international affairs. Knowledge and rational consideration alone do not determine the degree or nature of citizen action. What the other non-rational factors are, we are only just beginning to find out through relatively new experimental studies.

What specific knowledge *does* a citizen require to do his job in relation to his country's international relations? I think some of these can be identified and that it is not necessary on the one hand to be so specific as to try to forecast precise situations that will arise, or on the other hand to be so vague as to suggest merely a "good liberal arts" or "sound classical" education.

NEEDED UNDERSTANDING

ONE can identify certain understandings about world affairs that every citizen ought to have when he leaves school. Whether this list is definitive or not is less important than that in teaching one ought to have some identifiable objective by which to measure whether students are being prepared to meet their responsibilities as citizens of a world community.²

1. The first understanding that every citizen ought to have is how the political system of his own country functions. This is basic in order that he may realize the nature of his responsibilities and know how he can exert influence himself. One of the serious problems of our democracy today is that there are many people who understand basic problems of international policy but are inarticulate politically and consequently leave a vacuum into which move the forces of ignorance. Every citizen going through our schools should understand thoroughly the political processes of this country's and the United Nation's system, in order that he can take an active part in their affairs.

2. The world today has become so much of a unit in terms of prosperity and general welfare that national public policies must be based upon the underlying assumption of economic interdependence. No one nation should any longer formulate either domestic or foreign economic policies which assume that the prosperity and the welfare of that nation are unaffected by the economic welfare of other nations. The road of

economic nationalism is essentially the road to economic and political suicide. Nearly every nation in the world has tried it. Without knowledge of economic interdependence, citizens cannot properly understand the relevance to the achievement of peace of highly diverse programs such as those for reciprocal trade agreements, for European economic recovery (ECA), and Point IV and technical assistance. Nor can they comprehend the extensive international cooperation required within the framework of the International Bank for Reconstruction, the International Monetary Fund, the Food and Agriculture Organization, the International Labor Organization, and the now apparently ill-fated proposed International Trade Organization. Without this knowledge, citizens may be led to support programs of high protective tariffs, of economic imperialism, and various programs for the maintenance of artificial and unsound American prosperity.

3. The problem of peace, like the problem of prosperity, must be approached on a worldwide basis. The American people have already shown their understanding of the basic proposition that a threat to the peace anywhere endangers the peace everywhere. For this country has provided a magnificent leadership within the United Nations against aggression in Korea. While we have every reason to be proud of the role played by the United States in this respect, there is ample reason for concern when one listens to or reads the nationalistic and short-sighted discussions of the Korean campaign in many parts of American public opinion. It is, of course, not only Americans who have to understand this basic proposition regarding the indivisibility of peace. The European attitude last fall toward the Korean affair was not unlike our own reaction after 1936 toward Hitler's aggression throughout Europe.

4. Although the United Nations is an almost universal organization, and although, therefore, one may assume that all the peoples of the world are bound by common obligations for the promotion and maintenance of peace, we dare not forget that at the base of the United Nations are highly diverse cultural and nationality groups. No one nation has the right to assume that its values, its religions, its economic and social systems are universally applicable, nor have the people of any one nation the right to judge others by their own standards. In the United States where the domestic melting pot process has made Americans out of people from all parts of the world, we sometimes tend to assume that the

² An interesting formulation of the "Marks of the World-Minded American" is contained in *Education for International Understanding in American Schools*, published by the National Education Association, 1948.

United Nations has, or is, a melting pot of a similar kind. Nothing could be farther from the truth. It is of paramount importance, therefore, that in our schools it should be continually emphasized that people in different countries are different and will remain different and that a premium rests always upon finding compromises of political action which do not do violence to the values and concepts which are most cherished by the various members of the United Nations. Teaching in detail about cultural diversity is therefore an essential element in any program that aims to prepare for world citizenship.

5. As the world has appeared to shrink in size because of the technical improvements in transportation and because of our increasing mutual interdependence economically, socially, politically, and militarily, some kind of worldwide political organization has become indispensable. Today that organization is the United Nations, and an understanding and support of it is as important to the welfare of our country as are an understanding and support of the U. S. system of government. Like other political institutions, the United Nations can be improved upon in its organizational and legal framework, but any such proposals must be developed in cooperation with other countries. The greatest strengthening will come about through determined efforts to make use of it and to incorporate UN policies and procedures into national policy and action. Curriculums, textbooks, and class work should include the UN system within the governmental structure with which the student is to become familiar.

6. While there are great differences between peoples of the world in terms of their cultural backgrounds, there are minimum human rights which must be recognized by all countries and all peoples. The Universal Declaration of Human Rights drawn up by the United Nations is a first step in this direction. An educational program for the citizens of tomorrow must consequently include education about the minimum human rights without which neither national nor international social justice and peace can be maintained. It should be accompanied particularly by vigorous study of the status of those rights in his own community and country.

7. Because today the peoples of the world live, in effect, much more closely to each other than before and are continually in more contact with each other for the solution of common problems, every effort must be made to help communication

between people. This is partly a matter of language and it is partly a question of understanding each other's cultures. In respect to language, the American educational system tends to be woefully lacking in the preparation which it provides. We continue to rely upon foreign language requirements stated in terms of units of exposure rather than in terms of proficiency. We will not play our part and we will therefore not be able to make the contribution to the achievement of peace that we all want in theory if we do not ourselves learn to communicate with the millions of people who have a similar objective and who justly assume that we are uninterested in their cooperation because we do not bother to understand their language. Effective communication depends also on the existence of adequate and dependable channels of press and radio through which people can keep abreast of daily events and developments around the world. The lack of such channels in most countries and in most American communities today is a principal cause of adult political illiteracy on international affairs. It makes the job of the schools all the more difficult.

Taken together the foregoing understandings seem to me to provide the elements for achieving greater political literacy and the political maturity which the successful functioning of the United Nations system depends on. Taken together with an essential attitude of tolerance and a positive sense of responsibility, they constitute the minimum requirement also for intelligent U.S. leadership in world affairs.

All of this is but to say that lasting peace cannot be achieved without an educated citizenry in the countries that have the power to maintain the peace. The content for this education must be precisely oriented to provide the citizen with the knowledge he will require. Without this educational background, the citizens will lack the understanding of world affairs that is needed to respond to intelligent leadership both within and outside the government.³

UNESCO'S ACTIVITIES

THE urgency of the task of providing an educational foundation of this kind for world peace has been recognized in the creation of

³ Useful lists of materials for elementary and secondary teaching on world affairs are found in *Free and Inexpensive Materials on World Affairs* (1949) and *Developing World-Minded Children* (1950), both by Leonard S. Kenworthy, Brooklyn College, N.Y., from whom they are available.

Unesco (the United Nations Educational Scientific and Cultural Organization). By governmental action of its member states it promotes the use of the resources of education, science, and culture to increase understanding by citizens everywhere of the requirements for peace and how these requirements can be met. Most significant in this respect have been its international seminars for teachers to improve and speed up teaching about international affairs, the international educational missions to countries wanting to improve their educational facilities, and the newly-launched center in Mexico to train quickly teachers for literacy programs in underdeveloped countries. Unesco has also undertaken a vast array of other activities in the field of the arts, science, social science, mass communication, and literature which will contribute to the enrichment of the world community.

SHARING RESPONSIBILITY

UNESCO, as an international agency, can do much in revealing the needs of the world and can stimulate an organized action on a world-wide scale. Especially in respect to underdeveloped countries, in connection with the UN technical assistance program, it can undertake certain specific operations to promote development of educational institutions. The success, however, of the program for understanding of international affairs depends finally on what is done in the schools of each country. To intensify these activities many Unesco countries, including the United States, have created National Commissions for Unesco and in some states, including Michigan, there are state councils designed to promote in-

ternational educational programs. The vast resources of schools, colleges, adult education programs, voluntary organizations like the League of Women Voters, Kiwanis, and Rotary, museums, radio, libraries, press, art exhibits, music festivals, visiting foreign students, and many others are available for promoting the basic understandings among our citizens.

The minds to be reached are found in the local communities of the world. The educational job is first of all a local one and no amount of international cooperation will shift responsibility for this job from the teachers and community leaders.

Whether the schools and community leaders do in fact face up to their responsibilities will be easily seen in such daily practical matters as public attitudes toward legislative or administrative acts of government on policies affecting the peace and prosperity of the world. It will also be seen in the caliber of men and women elected to national offices dealing with foreign affairs. It will daily be evident in the quality of news reporting upon which the people of a community are satisfied to make their judgments and decisions on public policies affecting world peace.

No citizen and no community is today isolated from the impact of world affairs. Hardly an issue of national affairs remains untouched by international implications. The citizen of every country affects the prospects for his own and his neighbor's peace by his action or his inaction on questions of international relations. It is a major responsibility of teachers to help prepare the citizen to act and to act intelligently.

A TALE OF INFLATION AND DEFLATION

(Continued from page 274)

interesting list of "Marks of Economic Literacy." Of those mentioned I believe that this unit helps to develop six, namely:

1. An understanding of how vital to our economy are money, banking, and credit.
2. An awareness of the interplay of legislation and economic development.
3. Comprehension of the relationship between inequalities in the distribution of income and social tensions.
4. Appreciation of the continuing, changing struggle for security.

5. Acquisition of the ability to think critically on economic issues and arrive at reasoned judgments.
6. An understanding of the economic interdependence of the peoples of the world.

In addition to these marks of economic literacy, the students made progress in "dispassionate and unbiased examination of facts and discussion of values in the free market of opinion which should characterize both our education and our society."

Voting Responsibility and the Public Schools

Kermit A. Cook

VOTING is a fundamental civic responsibility in a society where basic decisions relating to group welfare result from the application of the right of suffrage. The degree of competence with which a democracy operates clearly parallels the extent to which the electorate of that democracy exercises its right of suffrage concerning matters of vital import. Voting has been the primary obligation of all democratic groups throughout the ages and the disposition to vote intelligently has become the first command of a free people in a free society.

Records are replete with evidence that indifference, neglect, prejudice, and poor attitude toward government have characterized the electorate of the United States for many decades. Despite the fact that numerous social-civic organizations and governmental agencies are dedicated to the proposition that voting is a privilege and a duty in a free society, the voting picture from the national to the local level reveals an alarming situation. In fact, there is much evidence to suggest that the ability to bring about decisions through popular sovereignty may be passing from the American scene.

One important obligation of the public schools to society is the development of a citizenry fully aware of its civic responsibilities and keenly conscious of the need for bringing about competent civic behavior through the proper fulfillment of those responsibilities. Since the public schools are the single institution of society having contact with all the children of all the people for any great period of time they must assume much of the responsibility for the prevailing indifference, neglect, and poor attitudes that characterize the electorate.

A sampling of the history of voting in the

For this timely article we are indebted to an associate professor of education at West Virginia University in Morgantown.

United States during the last seven decades is presented in the subsequent paragraphs. The purpose of this presentation is to provide evidence for answering three questions relative to the responsibility of the public schools for the creation of a competent electorate. First, do the public schools develop in pupils an awareness of the responsibility for voting? Second, do the public schools develop in pupils any noteworthy disposition to vote with competence as adults? Third, what changes must be made in public school programs if voting in adult life is to be accepted as a significant responsibility?

IN THE election of 1880 approximately 87 percent of the electorate of the United States went to the polls and voted. Thereafter appeared a gradual decline in the percentage of the electorate voting until 1920 when the all-time low of 48 was reached for a presidential election. Including the election of 1940, when 60 percent voted, the percentage of the electorate exercising the right of suffrage has remained at an alarmingly low level. In the election of 1948, only 51 percent of the electorate exercised their right of suffrage. In the nonpresidential elections, the picture is even more dismal. In 1926, 46 percent of the electorate voted; in 1934, the figure was 44 percent; and in 1942, the figure was 42 percent. In the more recent elections of 1946 and 1950, the percentage of the electorate voting was 38 and 41 respectively. In these two elections, great efforts were made by the major political parties and numerous national, state, and local groups to get out a large vote.

The decline in voting interest has occurred during a period when the percentage of the total school population attending public elementary and secondary schools shows a gradual rise. The accompanying table presents the alarming situation that has developed during the "finest hours" in our national history.

The story told by the table does not readily reveal the most alarming aspect of the picture.

SAMPLING OF PERCENT OF ELECTORATE VOTING, PERCENT OF POPULATION BETWEEN 5 AND 17 YEARS ENROLLED IN SCHOOL, AND PERCENT OF SECONDARY SCHOOL POPULATION ENROLLED IN SCHOOL FOR THE ELECTIONS OF 1880 TO 1948

Election Year	Percent of Electorate Voting	Percent of Population Between 5 and 17 enrolled in school	Percent of Secondary School Population Enrolled in school
1880	87	65.4	7.0
1884			
1888		67.2	
1892		68.6	
1896	85	70.5	
1900		72.4	11.0
1904	70	72.9	
1908			15.0
1912	58	74.9	
1916			
1920	48	77.8	32.0
1924			
1928		81.3	
1932	54	82.4	51.0
1936			
1940	63	86.0	73.0
1944	57	80.4	
1948	51	81.2	74.0

If it can be assumed that major responsibility for developing the disposition and ability to vote resides with the secondary school, the table indicates a dismal failure of that educational institution. The present century has witnessed a spectacular rise in the percentage of the eligible school population enrolling in the secondary schools. In 1880, the proportion of the school population enrolled in secondary schools was 7 percent; in 1908, the figure was 15 percent; in 1940 it was 73 percent; and by 1948 the figure had risen to 74 percent. The table indicates that as secondary school attendance has increased, the percentage voting has decreased.

The fact that recent attendance in the public schools has not created a desire to vote is shown by a study made by the National Opinion Research Center in 1944. After a nation-wide sampling of evidence, this organization reached the following conclusions: persons over 40 years of age are more likely to vote than younger people by a ratio of about 4 to 3; furthermore, American citizens whose parents were born in the United States are not as likely to vote as citizens who have one or more parents born abroad. The conclusion that young people are not as likely to vote as older people and that citizens only one generation removed from Europe are more likely to vote than those whose parents were born in the United States is a strong indication that the

schools have done a poor job in giving students even a rudimentary knowledge of the workings of their government and have failed to create in them a genuine interest in public affairs.

Are the public schools effective in developing in pupils an awareness of the responsibility of voting? On the basis of the sampling of evidence here presented the answer is decidedly negative.

DOES that part of the electorate which votes behave in such a manner as to reflect a desire for intelligent civic action? In 1936, 24 percent of the voting electorate voted a straight ballot; in 1944, 26 percent voted a straight ballot; and in 1948, the number voting a straight ballot was 27 percent. A national survey made in 1946 disclosed the fact that in any election the chances are 1 to 4 that voters are likely to vote a straight ballot.

On the state level, where the selection of candidates on the basis of competence should begin, the picture is no more promising than on the national level. In the voting for major state officers in West Virginia in the election of 1912, only 4,000 votes, out of a total of 240,000, separated the candidates of the same political party. For example, candidates for governor and secretary of state on one party ballot were separated by 4,451 votes, and the candidates for the same offices on the other major party ballot were separated by 4,267 votes. Similar figures were revealed in the elections of 1916, 1932, 1944, and 1948. These data indicate that an alarmingly large percentage of straight ballots are voted on the state level where a high selective policy should prevail. Data revealed from the study of voting in other states indicate that the exercise of the right of suffrage in West Virginia is typical of the situation that prevails throughout the nation.

On the county level, where issues are local and where the competence of the candidate should control the selection, the picture is no more promising. An examination of returns in three counties in three widely separated states for the years of 1912, 1932, and 1948 reveals that an even worse situation prevails in the county.

THE development of the disposition and ability to vote with competence involves a great deal more than surface attention. Teachers and administrators must recognize, first, that the child acquires behavior patterns over a long period of time, and, second, that behavior patterns are acquired by children in terms of their needs, interests, and abilities. Learning is a modification of

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behavior patterns that have been acquired. In its truest meaning voting is a process of reacting intelligently to situations involving issues and personalities; it is not a mere physical act nor a process of exercising whims and prejudices. Competent voting is a reflection of attitudes, understandings, and appreciations acquired over a relatively long period of time.

It is evident that much attention must be given to the various educational processes in the elementary and secondary schools. In many instances, particularly in the secondary school, the entire school program will have to be built upon an entirely different educational philosophy. Both curriculum and method will have to be built anew.

Elementary and secondary schools can be vital forces in the development of a competent electorate only if they develop in pupils an awareness of functions and workings of governments as well as help them acquire and maintain an interest in public affairs as they relate to children and adolescents. Problems and issues must have their origin in the school community and must concern the fundamental problems of school living. All pupils must play vital roles in discovering problems and issues in helping to define these problems and issues, in helping to arrive at sound solutions, and in helping to bring about high types of behavior. These problems and issues must concern all that goes on in the school and

pupils must play vital roles in arriving at meaningful decisions. It is imperative that such matters as assignment making, school assemblies, school programs, intra-mural and inter-mural athletics, class organizations, student self-government, and general school organization and control must become in a very real sense areas of meaningful pupil activity. Pupils must feel that their actions help to make decisions that are meaningful to them, that school policies are the result of intelligent pupil participation, and that decisions and policies jointly arrived at will become functional in the spirit in which they were created. Pupils must further feel that these decisions and policies will be replaced only by others derived through the same process of democratic action.

If the school is made a community in which pupils and teachers alike share in the efforts to create a challenging educational environment, the end product is likely to be a young citizenry fully alert to the responsibilities implied in citizenship in a free society. Provide pupils with meaningful educational experiences in a school-community environment and a real basis will be established for reversing the situation that characterizes the electorate in the United States. Modern educational thought strongly suggests that only through educational programs involving significant pupil participation can voting be recognized as a fundamental obligation of citizenship.

THE ELECTION PROJECT

(For the complete discussion from which this excerpt was drawn, see Nathan Brown's chapter on "Present Practice in the Use of Contemporary Affairs in the Secondary School" in the National Council's twenty-first Yearbook, *The Teaching of Contemporary Affairs*.—Editor)

THE election project is one of the most popular and well-executed current affairs activities. One need only visit the schools previous to election day to observe the keen interest in and the value of the projects which are undertaken at this time. Sometimes these projects are geared to . . . exercises in developing critical thinking. At the College High School in Greeley, Colorado, student speakers representing various parties were invited to participate in a program of addresses so that the students could have experience in analyzing election talks. Sometimes the projects extend into student service to the community. At Erie, Pennsylvania, under the sponsorship of the

Social Studies Division, two classes experimented with a project to increase the percentage of citizens voting in the primary elections. The percentage of persons voting in the two districts near the school was 64 and 48 as compared with a city-wide average of only 26 percent, and, as a result, the project was extended to all the schools at regular election time. A similar project was carried on in Detroit as part of the Citizenship Education Study.

There is an encouraging possibility in this type of initial use of contemporary affairs in the schools. Ordinarily, any such activity has publicity value and is picked up by the local press which

in turn helps build a favorable climate of opinion for an extension of the school program in this direction. The *Salt Lake Tribune*, for example, reported in a full column the significance of the mock elections held at the high school in Kays-

ville, Utah. Feature stories concerning extraordinary ventures in political education are very much more numerous than stories or editorials disapproving these forays into the political laboratory.

DEMOCRACY FEELS FINE, THANKS TO EDINA PUPILS!

(This brief item by George Grim originally appeared in the October 16, 1950, edition of the *Minneapolis Tribune*. We thank Mr. Grim and the *Tribune* for permission to reprint.—Editor)

JOHN MATLON'S eleventh grade social studies classes at Edina-Morningside high school aren't merely studying about democracy. They're doing something to strengthen it!

When school started last month, the classes wondered why more people in America didn't vote. Here was a land where each citizen had power, had the freedom to choose those who governed. Yet the percentage who cared enough to think, to listen, to decide, and to mark that X on the ballot was shamefully low.

"Let's do something," said class members, whose average age is 16. "Why can't we get out the vote—even if we're not old enough to take part in the election?"

The classes discussed ways to remind Edina citizens of their duty. A handbill won—a persuasive piece of paper to be delivered on every doorstep in the village.

Many minds worked on the wording. The school printshop enthusiastically agreed to run off the circulars. They would be on blue paper, imprinted in both red and black.

I saw one over the weekend.

"Have you registered?" say the large red letters next to the American flag at the top of the page. "It's later than you think."

Below a cobwebby grandfather clock, complete with mice, tries to prod you. The words of the high schoolers finish the job: "If you're not in by October 17, then you'll be out on November 7. You can demonstrate effectively your appreciation of our form of government by voting.

Remember, an alert, interested, and active citizenry is a bulwark of democracy. You can set a fine example for us, the younger generation, by taking your duties as citizens seriously." Then follow the details, urging Edina voters to remember the deadline—8:00 o'clock this Tuesday night.

The handbill came off the school presses. The 3,000 copies were ready for distribution. In the classrooms, the pupils had been studying a precinct map of the village, had named captains who lived in each of them, had chosen teams.

No holiday for these pupils. On Columbus day, when many a high school student was thinking only of the holiday and himself, these young people were out distributing handbills. No under-the-door business, unless the ring wasn't answered. This was a personal project with each member of those classes. Last Friday, back in class, a vote was taken to do the same thing the day before election. These young people believe that democracy is something for which YOU work.

Proudly, at the bottom of that handbill are the words: "Prepared and circulated by the 11th grade social studies class of Edina-Morningside School on behalf of good citizenship."

Their teacher, John Matlon, has only been at the school since September. But he knows what democracy's job can be. For four years he was a wartime MP . . . and for 12 months more a military government man in Korea.

Sounds like a great teacher-student team—and an idea for other high school classes. Democracy is feeling fine today, thank you!

New Approaches to the Study of Urban Growth

Wyatt W. Belcher

THE rapid rate of urban growth has been an outstanding characteristic of the industrial era. Clearly, the rise of cities is closely associated with the development of our country.¹ Too often, however, the emergence of metropolitan communities has been accepted as a matter of fact without analyzing the factors responsible for their growth. The increase of population has been used as a barometer to indicate the ascendancy of cities in the mad scramble for position, prestige, and fortune.

The time has come to give a fuller explanation, to tell the larger story of the forces which have built our important cities and made them the workshops of our industrial society, the centers of finance, and the emporiums of commerce. In most instances, the geographic or natural causes responsible for the selection of urban sites and growth have been described in considerable detail. However, cities are man made, which makes them phenomena of great complexity. Human factors and considerations have played a prominent role in the establishment of our cities.

New approaches to the study of urban growth involve a more extensive treatment of man-made influences and decisions. Four suggestions seem to offer promise toward a better understanding of urban development: *First*, the city and its sphere of influence; *second*, nature and amount of capital available for investment purposes; *third*, economic changes; and *fourth*, business leadership. It is not claimed that these approaches are strictly new in the sense that they have never been used, but rather that they have been tested sufficiently to warrant a wider application in the

study of urban growth. Also, it should be observed that these factors tend to combine to bring about the resulting developments.

SPHERES OF INFLUENCE

IN THE first place, each metropolis has its special sphere of influence. The United States can be divided easily into metropolitan regions. Some cities are large enough to exert an inter-regional influence and a few have international significance.² Professor N. S. B. Gras has shown that the development of the metropolitan economy led to the concentration of the trade of an extensive area in one large city.³ This situation promoted metropolitan rivalry, for neighboring cities had to compete for trade and prestige.

In the earlier period of urban development, scores of small towns dreamed of becoming thriving metropolises. Of course, it was impossible for all of these small towns to grow into big cities. In fact, the extraordinary growth of a few large cities materially reduced the opportunities of smaller communities for realizing their ambitions. Most American cities began as local centers for conducting buying-and-selling operations and prospered as the trade area expanded. Trade moves toward profit, and preference could be expected for the city which offered the best commercial advantages. Whenever there is a choice of markets offered by rival cities, intense competition is a natural development between the trade

¹ "Our national history has been that of transition from a predominantly rural and agricultural way of living to one in which the city plays a major role," Carl Bridenbaugh wrote some years ago in the preface to his highly readable book on the genesis and early development of colonial cities in America, a book which he chose to call *Cities in the Wilderness*. New York: The Ronald Press, 1938.

² McKenzie, R. D. "The Rise of Metropolitan Communities." *Recent Social Trends in the United States: Report of the President's Research Committee on Social Trends*. New York: McGraw-Hill Book Co., 1933. p. 444.

³ Gras, N. S. B. "The Development of the Metropolitan Economy in Europe and America." *American Historical Review* 27:698; July 1922.

In this interesting article, originally presented as a paper at the meeting of the American Historical Association in Chicago in December 1950, a professor of history at the State Teachers College in Superior, Wisconsin, discusses some of the forces that have helped to give direction to urban development in the United States.

centers involved. This is particularly true when trade is in the formative stage.

With the development of the metropolitan economy, trade areas have become relatively stable. Each city is able to make a fairly dependable analysis of its market areas. However, these conditions did not exist when the country was young, and cities had not yet reached a position of dominance. For example, at one time New York and New Orleans were serious rivals for trade. Later, New York was more concerned with establishing economic hegemony over Boston, Philadelphia, and Baltimore as the trade of the Mississippi Valley was diverted from the South to the East. In the early stages of settlement St. Louis had a near trade monopoly of the Upper Mississippi Valley. Later, she had to relinquish most of this business to Chicago. The market areas of these two cities toward the West were further restricted by the growth of Minneapolis, St. Paul, and Kansas City. In turn, the economic rivalry between the Twin Cities and Kansas City is complicated by the presence of Omaha and Des Moines. Every metropolitan region affords examples of a similar nature.

There is abundant evidence contained in the briefs and arguments of cities presented to the Reserve Bank Organization Committee for its guidance in determining the location of federal reserve bank cities to show the definite relationships between the size of a city and its sphere of influence.⁴ The same conditions were generally true of all prevalent business activities of the district, whether financial, manufacturing, agricultural, mining, or commercial. The growth of a city was directly associated with the ability of its hinterland to buy, to sell, and to borrow. Although significant beginnings have been made, we need more studies in order to understand better the emergence of our metropolitan economy in terms of size, growth, and interrelationship.

CAPITAL AVAILABLE FOR INVESTMENT

A SECOND factor that helped to determine the rapidity of growth of metropolitan centers was the nature and amount of capital available for investment purposes. Capital and credit occupied a central position in the complex of interrelated elements which conditioned the opportunities for growth. The general shortage

of capital placed a high premium on its use and caused ruthless competition for its control. Professor Louis M. Hacker in his suggestive study, *The Triumph of American Capitalism*, has pointed out that mercantile capitalism shaped in large measure the economic development of the United States before the Civil War.⁵ In this period, capital was limited enough to enjoy choice opportunities in land speculation, expansion of foreign and domestic trade, building of internal improvements, and early manufacturing enterprises. These developments caused commercial gains to be the main factors in promoting city growth.

The rise of industrial capitalism, fortified by the corporate form of organization and favorable governmental policies, accelerated urbanization tremendously. The cities that responded to its call were able to take advantage of the quick and bold exploitation of business opportunities through larger ventures and more specialized units, nearly always reaching beyond immediate resources and operating on borrowed capital. True, a large number of these ventures ended in bankruptcy, but many started up again and became established on a highly successful basis. With the economy becoming more stable and offering more attractive inducements for extremely high profits, capital was forthcoming to exploit these new opportunities. It is not difficult to show the influence of industrial capitalism. Pittsburgh, which had been retarded under mercantile capitalism, soon became a thriving industrial center. Chicago is an excellent example of a city which sprang from the loins of industrial capitalism and set a record of amazing growth.

Some cities remained wedded to conservative mercantile capitalism, which emphasized careful management and strict control. In many instances outside capital was unwelcome for the expansion of business and the development of new enterprises, for the established firms did not want any competition and wished to take full advantage of any new opportunities. For the most part, local bankers controlled the capital and were in a dominant position to dictate to other business interests in reference to its use, which tended to limit operations to present needs rather than anticipating increased future demands. St. Louis, for instance, provides a good illustration of the

⁴ U. S. 63rd Congress, 2nd Session. *Location of the Reserve Districts in the United States*. Senate Document No. 485. Washington: Government Printing Office, 1914.

⁵ Louis M. Hacker. *The Triumph of American Capitalism*. New York: Columbia University Press, 1940. p. 199-200.

lingering influence of mercantile capitalism.

With the rise of financial capitalism, some cities, notably New York, shared in practically every major American economic development. If the city did not receive direct benefits, it was able to gain indirectly by helping to furnish the needed capital. This development has been chiefly stimulated by the rise of investment banking. The supply of money and credit facilities undoubtedly have played an important part in promoting city growth, yet there are relatively few studies to show these relationships.

ECONOMIC CHANGES

A THIRD set of conditions that contributed greatly to urban growth, for the sake of convenience, may be called economic changes. These changes, mainly of a technological nature, hastened the processes of industrialization and provided better transportation facilities. The rapid mechanization and unprecedented growth of American industry led to its concentration in large urban centers which became a determining factor in the distribution of the country's population. A review of census reports shows the relationship between the rise of important industries and the growth of industrial cities. The extent of industrialization has had a far-reaching effect upon the rate of growth, for there is a close correlation between population centers and the measures of industrial growth. The industrial factors seem to be more important as the size of the city increases.

The reasons for the localization of industry are many and varied. Cities vied with one another to attract manufacturing enterprises and proclaimed such advantages as accessibility of raw materials, dependable labor supply, adequate sources of power, good transportation facilities, expanding markets, low cost of factory sites, and nonburdensome taxes. The places possessing these advantages hoped to attract manufacturers because of the relatively low cost of producing and marketing goods.

The importance of an early start in manufacturing soon became apparent. Once a successful manufacturing enterprise was launched, it exerted a magnetic influence to attract other factories to the same area. With the trend toward larger corporate units of manufacturing, specialized centers of industry soon developed.⁶ Although

there have been geographic shifts in industry as newer sections of the country became industrialized, the "momentum of an early start" often resulted in continued growth by increased concentration and specialization. These advantages have been so commanding that it is easy to show the effects of this development. It is natural to associate Detroit with automobiles, Chicago with meat packing, and Pittsburgh with steel.

Industrial growth has been closely associated with improvements in transportation. The building of railroads had a revolutionary effect upon both commerce and industry. Cities with adequate railway facilities grew rapidly while other cities unable to adjust their economic interests in time to conform with this new development in transportation had to be contented with a slower rate of growth. River cities such as New Orleans, St. Louis, Cincinnati, and Louisville that had experienced a rapid rate of growth in the steamboat era had their capital invested in river transportation facilities so that they were unable to build the necessary railroads in time to expand and consolidate their earlier gains and advantages. These cities had to depend on prior capital investments and developments at the very time that steamboating was becoming obsolescent in competition with the railways.

The railroad network was built rapidly, and freight tariffs were adjusted to give undue advantages to the cities the railways served. Transportation costs declined, service was improved, but there was little relation between freight tariffs and the cost of service, for railroads made it a common practice to charge a lower rate for a longer haul to a large terminal city than for shorter hauls along the way. This meant more business for railroads and had a pronounced influence on the growth of cities, because favorable freight rates gave a decided edge to the cities that could obtain them.

These economic changes in connection with urban growth merit closer examination. Although there is a growing number of important studies of industry, transportation, and business, much could be learned by determining their influence more directly on urban growth.

BUSINESS LEADERSHIP

A FOURTH approach to the study of urban growth is concerned with business leadership. Admittedly, this factor is of an intangible nature; but, nevertheless, it exists. Following the Civil War, emphasis was placed on business leadership which afforded the greatest opportuni-

⁶ National Resources Committee. *Our Cities, Their Role in the National Economy*. Washington: Government Printing Office, 1937. p. 39.

ties for wealth, distinction, power, and authority.⁷ The growing city offered a high premium for men who could organize and manage large-scale enterprises. Fast growing corporations were interested in developing a class of leaders who could cope with emergencies, expand business, overcome competition, promote efficiency, and increase specialization. These circumstances made it possible for the larger cities to draw upon the entire country for the best leaders in organization, specialization, and management.

Unquestionably, urban growth has been stimulated by deliberate promotion through emphasizing size, rate of growth, and all kinds of advantages, both real and supposed. Organized commercial bodies such as chambers of commerce and trade organizations never tired of furnishing information which obviously would serve the intended purpose of building up and sustaining business confidence in their respective cities. The same boosting spirit was reflected in their newspapers and trade journals. Urban size enjoyed great prestige which could be maintained only by continued rapid growth. To falter was to fall behind.

New York, in all probability because of its great natural advantages, would have forged ahead as a great city with a less aggressive type of business leadership. However, these great opportunities undoubtedly attracted men with superior organizing talents who contributed greatly to its rapid growth. Other cities have had to meet and overcome serious obstacles to promote growth. For instance, Los Angeles, though possessing an attractive climate, was confronted with inadequate rainfall for agriculture, had a poor hinterland hemmed in by mountains and deserts, lacked a natural harbor, could depend on no nearby source of water supply, and found coal deposits far removed. These great handicaps were surmounted by bold engineering projects, extensive advertising, and promotional activities to such an extent that Los Angeles is a large and growing population center with expanding commercial and industrial interests.

Some cities suffered from overcautious, conservative leadership. These men sought stability and were contented with gradual growth. Financial solvency was stressed, which ruled out speculation and indebtedness in any large degree. Under these conditions, business risks were not sanctioned; speculative ventures on a scale large

enough for developing a new country were not given serious consideration. Complacency with past achievements proved to be a poor springboard for further advances.

A few cities were fortunate in having dynamic business leadership: imaginative and ambitious men who possessed a broad vision of the future, shrewdness in seizing opportunities, and energy to get things done. These leaders developed a business courage and aggressiveness that overcame barriers to future development. New ideas prevailed, outside capital was promoted, transportation facilities were improved, trade opportunities expanded, and new industries developed.

It is difficult to assess the role of business leadership. Variations in local leadership should be given more careful attention, for some cities failed to live up to their natural advantages while other cities went beyond normal expectations. No one can dispute the influence of an Andrew Carnegie, a John D. Rockefeller, or a Henry Ford in helping to mold the future of a city.

IT MAY seem that these approaches to the study of urban growth have been limited too severely by economic considerations. This is not intended to belittle the contributions of other important factors, such as social advantages, cultural attractions, educational opportunities, psychological lures, and political considerations. These forces alone, however, would not have had the power to build and sustain large cities in America. The principal causes for rapid urban growth are basically economic. The modern American city owes its greatest development to the stimulus of economic opportunity. In general, those cities which have possessed and utilized the greatest economic advantages have grown the fastest.

The city represents the cumulative experience of people in their attempts to work and live together. The source materials of urban history are voluminous in nature and undigested in character, which helps to explain the meager literature on city development. The history of the growth of cities has been neglected, perhaps because most cities have been too busy with the present and too concerned about their future to be bothered with the past. There is a clarion call for more research in this inviting field of study. Once we get the sources of information better organized and the pioneer studies written, the city should rival its predecessor, the frontier, as a field of study and a source of inspiration for fruitful and scholarly productivity.

⁷ Allan Nevins, *John D. Rockefeller the Heroic Age of Enterprise*, New York: Scribner, 1940. Vol. I, p. 99.

Notes and News

31st Annual Meeting—Detroit November 22-24, 1951

The thirty-first Annual Meeting of the National Council for the Social Studies will be held in Detroit November 22-24, 1951. Convention headquarters will be at the Hotel Statler, which will house the meetings and the educational exhibit. A cordial invitation to attend is extended to all social studies teachers and administrators.

Julian C. Aldrich, New York University social studies department, vice-president of the National Council and chairman of the program committee, is planning a varied and interesting program.

Local arrangements are in the hands of Robert D. Wyatt, principal, Burroughs Intermediate School of Detroit. He and his committee are arranging a warm welcome and planning for your comfort while you are in Detroit.

Hotel accommodations: A number of rooms have been reserved at the Hotel Statler for members of the Council attending the convention. Rates are: single, \$4.50 to \$12; double (double-bed), \$8.00 to \$12; double (twin-bed), \$8.50 to \$14. Reservations for sleeping rooms should be made directly to the Hotel Statler. Write early and state that you are attending the NCSS convention.

Nominations NCSS Officers for 1952

Officers for 1952 will be elected in Detroit, November 22-24. Send your suggestions to any of the following members of the nominating committee: Jonathan C. McLendon, University of Alabama (Box 1614, University, Ala.), chairman; Linwood Chase, Boston University; Howard Cummings, U. S. Office of Education; Burr Phillips, University of Wisconsin; I. James Quillen, Leland Stanford University; Edith West, University of Minnesota High School; and John H. Haefner, University High School, Iowa City.

NCSS members should take this request for suggestions for names as a serious responsibility. Your nominating committee needs your assistance. In suggesting names, please submit a brief biographical sketch of your nominee and indicate why you believe the person you suggest would make a good officer.

Help

Myrtle Roberts, president of the National Council for the Social Studies, has named a committee to accumulate evidence concerning the nature of secondary school student exchange programs within America in order to prepare a report on those programs to the executive board of the Council during the course of the November 1951 convention in Detroit.

If the reader knows of one or more exchange programs, will he kindly report that fact to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth St., N. W., Washington 6, D. C.

Your cooperation in this matter will enable the committee to get in touch with schools participating in such programs.

Kansas Council

The University of Kansas Extension Division sponsored the annual spring meeting of the Kansas Council for the Social Studies, held April 14 at the University of Kansas. After greetings from the University by F. T. Stockton, dean of the Extension Division and professor of economics, the assembled group heard a talk on "Materials for Teaching Kansas State and Local Government," by Ethan P. Allen, professor of political science and director of government research at the University of Kansas. Leland J. Pritchard, professor of finance, spoke on "Inflation." "The Citizenship Education Project Materials: Additional Tools for Teachers" was the subject of a talk by Roy Durham, professor of social science of the State Teachers College at Emporia, Kansas. In the afternoon, two foreign students addressed the group: Lilja Peussa of Helsinki, Finland, and Hiohiko Otsuka of Tokyo, Japan.
R.E.L.

North Carolina

"Reading Problems in the Social Studies Program" were discussed at the spring meeting of the North Carolina Council for the Social Studies, held April 13 at Asheville. David H. Russell, professor of education, University of California at Berkeley, spoke on "Reading Activities in the Social Studies Program."

North Louisiana

G. W. McGinty, head of the social studies department of Louisiana Polytechnic Institute, was instrumental in arranging for the conference and the program of the thirteenth annual conference of social studies teachers of North Louisiana on the campus of Louisiana Polytechnic Institute on April 20, 1951.

Topics and speakers on the program included: "What should the social studies aim to do?" by Horace C. Robinson, visiting teacher, Claiborne Parish; "What should the colleges do for the social studies teacher?" by Sallie L. Humble, Ouachita Parish High School; "How may current events be used to develop desirable citizenship qualities?" by Hazel Mott, Oak Ridge High School; "The use of Louisiana materials in the social studies program," by Lilla McLure, Byrd High School; "The position of the State Department of Education in regard to the social studies," by J. B. Robertson, director, elementary and secondary education, State Department of Education.

Officers for the coming year are: E. R. Hester, president; Hazel Shively, vice-president; and Clarice Taylor, secretary. M.C.W.

Wisconsin Council

The Wisconsin Council for the Social Studies held its annual spring conference May 5, 1951, at the Memorial Union of the University of Wisconsin. A demonstration of new types of audio-visual aids was presented at 9:15 A.M. in the Play Circle, followed by a general session addressed by Michael B. Petrovich on the subject, "What Shall We Teach About Russia and Eastern Europe?" The theme of the sectional meetings was "Implications of the present world crisis for the social studies both as to content and method." Edward D. Kirkland's luncheon address was entitled "Make Mine Old-Fashioned."

Illinois Council

Speakers for the meeting of the Illinois Council for the Social Studies held at the Orlando Hotel in Decatur, April 13 and 14, included F. S. Rodkey of the University of Illinois; Emanuel Rosenberg, a Decatur attorney; and Anthony Marinaccio, assistant superintendent of the Peoria schools.

Discussion meetings considered the following problems: 1. Improving techniques and designs in social studies. 2. Improving teaching for world understanding. 3. Improving citizenship training.

4. Improving teaching of U. S. history. 5. Improving creative activities in the social studies.

Officers elected for 1951-52 were: president, James K. Felts, Monticello High School; vice-president, Robert B. Zimmerman, director of elementary education, Springfield Public Schools; secretary, Minnie Hatten, Lombard Junior High School, Galesburg; treasurer, Elizabeth Barns, Joliet; editor of the *Councilor*, Charles R. Monroe, Chicago Teachers College; and historian, Nita Benedict, Warren Township High School, Gurnee. C.W. and H.F.

Northwestern Pennsylvania Council

Some six hundred people attended the third annual meeting of the Northwestern Pennsylvania Council for the Social Studies, held at Edinboro State Teachers College April 12. An extensive exhibit of educational materials included, in addition to publishers' materials, an array of audio-visual apparatus and various aids to reading instruction. Ralph Cordier, chairman, State Committee on Revising the Social Studies Curriculum of the Secondary Schools of Pennsylvania, spoke to the general meeting for secondary school teachers on "Social Education for Today's Youth." The general meeting for elementary school teachers was addressed by Bertha Maloney, director of elementary education, Bradford Public Schools, on the topic, "The Influence of Social Studies on Child Development with Special Reference to 233-B." Several section meetings were conducted for elementary school teachers and several for secondary school teachers. The dinner address by Herman L. Offner, dean of instruction, State Teachers College, Edinboro, was on the subject, "The Social Studies in German Education."

Officers were elected for 1951-52 as follows: president, Frances Borell, Sugar Creek Township Public Schools, Franklin, Pa.; first vice-president, Samuel Salchalk, Conneautville (Pa.) Public Schools; second vice-president, Charles Le Masters, Harbor Creek Public Schools; recording secretary, R. Nelson Hale, Edinboro State Teachers College; executive secretary, Luther V. Hendricks, Edinboro State Teachers College. L.V.H.

Capital District Council of New York

Howard E. Wilson spoke to the Capital (Albany) District Council for the Social Studies at its annual dinner meeting, held at Columbia High School, East Greenbush, New York, on May 2.

His subject was "American Education and International Understanding." W.W.T.

Middle States Council

Middle States Council for the Social Studies officers for 1951-52 are: president, Leonard S. Kenworthy, Brooklyn College; first vice-president, Elizabeth B. Carey, New York State Department of Education; second vice-president, Eleanor W. Thompson, Philadelphia High School for Girls; secretary, Edwin M. Barton, Bloomsburg; treasurer, Alice W. Spieseke, Columbia University; and editor, James E. Blakemore, Great Neck, New York, High School. E.B.C.

Greater Cleveland Council

Officers for the coming year for the Greater Cleveland Council for the Social Studies are: president, Leonard Vitcha, Cleveland Board of Education; vice-president, Mildred C. Scott, supervisor, Parma Elementary Schools; recording secretary, Caroline Hahn, John Marshall High School; corresponding secretary, Marie J. Okarma, Garfield Heights High School; and treasurer, Herbert Thomas, East High School. H.E.R.

Indiana Council

The Indiana Council for the Social Studies reports that its annual meeting was extremely successful. Edgar B. Wesley of the University of Minnesota was the principal speaker. Officers for 1951-52 were elected as follows: president, Emma Bertha of Gary; vice-president, Dorothea Kirk, of Indianapolis; secretary, Marjorie Gilkey of Franklin; treasurer, Eugene Oliver of Bloomington; past president, Ellis A. Hopkins of West Lafayette. Executive members-at-large are Madge Temperley, Indianapolis; Ruby Strickland, Evansville; Dorothy Bash, Fort Wayne. Ethel M. Ray of Terre Haute is in charge of public relations. The quarterly formerly edited by Bob La Follette of Ball State Teachers College at Muncie is to be discontinued, but a newsletter, to be edited by Eugene Oliver, is planned to take its place. E.M.R.

Connecticut

The spring meeting of the Connecticut Social Studies Teachers Association, held Saturday, April 14, at the Carlson Technology Building of the University of Bridgeport, built its program around the theme, "Economic Education and the Social Studies Program." A panel discussion on "Industrial Relations" was chaired by Herman D. Bloch of the University of Bridgeport. The

luncheon speaker was Isador Lubin, United States delegate to the Economic and Social Council of the United Nations. An afternoon field trip was made to Bridgeport industrial areas.

West Virginia

The West Virginia Council of the National Council for the Social Studies held its first statewide spring meeting on social studies April 13 and 14 at the Daniel Boone Hotel in Charleston. Featured speakers were Howard Anderson of the U. S. Office of Education and Julian C. Aldrich, New York University Department of Social Studies, first vice-president of the National Council. On Saturday morning, six groups met to discuss "What are our goals in twelve-year social studies program?" Three afternoon group meetings considered (a) unit methods, (b) materials and their use in social studies, (c) skills and how we determine which fit this lesson. The "Summary—and a Look Ahead" took the form of a dialogue between Howard Anderson and Julian C. Aldrich.

New England Association

The New England Association of Social Studies Teachers met at Radcliffe College in conjunction with the Sixtieth Annual Meeting of the Harvard Teachers Association, March 26-31, 1951. The social studies group met at 10:30 A.M. in the Agassiz Living Room, Radcliffe College. Charles L. Peltier, Newton Public Schools, vice-president of the New England Association, was chairman of the session at which a panel discussed "Concepts of the Far East for Social Studies Teachers of Today." Discussion participants were: Prentice E. Downes, Belmont Hill (Mass.) School; Warren Loring, Concord (Mass.) High School; Ronald Edgerton, Brookline (Mass.) Public Schools; Rev. James Keeting, St. Sebastian's Country Day School, Newton, Mass.; Joan Alexander, Bliss School, 5th grade, East Providence, R.I.; Beth Cashman, Riverside Junior High School, 6th grade, East Providence, R. I.; Sister Mary Edith, Maryknoll Teachers College, New York; Sister Marion, S.C.H., chairman, Course of Study Committee in Geography, Archdiocese of Boston; Elizabeth Murphy, Slater Junior High School, Pawtucket, R. I.; and Gladys Gage, Noah Webster School, Hartford, Conn. C.L.P.

Contributors to this issue: Ruth E. Litchen, Mary C. Wilson, Camilla Wood, Henrietta Fernitz, Luther V. Hendricks, Wallace W. Taylor, Elizabeth B. Carey, Helen E. Reynolds, Ethel M. Ray, and Charles L. Peltier.

Pamphlets and Government Publications

Ralph A. Brown

Note to Readers

This issue of *Social Education* contains a special bibliography of pamphlet material on the United Nations and World Cooperation. Please remember when you order any of the pamphlets mentioned in this department to state that you read about them in *Social Education*. Remember, too, that we shall welcome suggestions for topics on which you would like bibliographies prepared.

Brief Reviews

An Analysis of the Situations and Events Relating to the Development of United States Policy toward China, together with the Record of United States Military and Economic Aid. Order from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C. \$3.00.

This volume, which contains more than 400 pages of textual material and almost 700 pages of documents, gives the historical framework essential to an understanding of United States policy and China's present-day problems. Chapter I summarizes the first hundred years of American policy, from 1800 to 1913. Chapter II reviews the relations between the Kuomintang or Nationalist Government and the Chinese Communists, 1921-1944. Chapter III details the ambassadorship of Major General Hurley, 1944-1946, with an account of his interview with Stalin on April 15, 1945. Chapter IV gives the history of the Yalta Agreement and the Sino-Soviet Treaty of 1945. Chapter V deals with the mission of General George C. Marshall, 1945-1947, and gives the full story of his efforts to halt the drift toward an all-out civil war. Chapter VI relates the events and situations that developed under the ambassadorship of John Leighton Stuart, 1947-1949, including the alternatives posed for American policy by the retirement of Generalissimo Chiang. Chapter VII presents the military picture in China, 1945-1948, and Chapter VIII sums up the program of American economic aid to China in the years 1947-1949. The unabridged report of Lieutenant General Albert Wedemeyer is included.

This is a useful publication for those seeking

an understanding of the China situation. Readers would do well to remember, however, that it comes from a branch of the government which was very much on the spot, politically, when the report was prepared.

The United Nations: A Handbook of the UN. A text unit in the social studies. Order from Charles E. Merrill Company, Columbus 15, Ohio. 20 cents for single copies; 15 cents in quantity.

This 32-page, folio-size pamphlet, contains much textual, illustrative, and documentary material on the United Nations. Sections are devoted to How the United Nations Idea Grew; What is the UN?; Forum of the Nations—the General Assembly; Keeper of the Peace—the Security Council; Maintaining the Peace—Security Council at Work; Court of the Nations—The International Court of Justice; Working Toward a Better World—The Economic and Social Council; The 55 Countries Which Signed the Charter—World of the UN; Protecting Colonial Peoples—The Trusteeship Council; Carrying Out Orders for the UN—the Secretariat; A Review of Recent UN Developments; and the Charter of the United Nations.

Studying the United Nations: Suggestions for Teacher Workshops. Prepared by Dorothy McClure for the Formal Education Department, American Association for the United Nations, 45 East 65th Street, New York 21. 25 cents.

This 15-page mimeographed leaflet is the first of a projected series to be titled "Studying the United Nations." Part one gives examples of teacher workshops, institutes, and courses on the United Nations that have proved successful in actual practice. Four different types of approach are illustrated: a one-week institute; a two-week workshop; a five-week workshop; and a four-week workshop with community activity emphasis.

Part two is titled "Suggested Steps in Planning a Teacher Workshop on the United Nations." Part three deals with topics that might be considered for study in a United Nations workshop. Part four will be most useful to the general class-

room teacher: "A Suggested Basic Collection of Materials and Information Guides on the United Nations."

Material on the United Nations and World Cooperation

(The items in this list are arranged by source of publication.)

The American Association for the United Nations, 45 East 65th Street, New York 21. Address Dorothy B. Robins, Director of Formal Education. Prices do not include postage. Quantity discounts may be arranged. Orders under \$2.00 must be prepaid. Order by number and title.

- A1—*Interdependence of Nations: A List of U. S. Imports from U. N. Member Nations*. Useful in planning exhibits. 10 cents.
- A3—*World Affairs and the United Nations in Films*. 10 cents.
- A4—*United Nations in the Schools: Suggestions for Classroom and Extra-Curricular Activities in Elementary and Secondary Schools*. 10 cents.
- A5—*How Good a World Citizen Are You?* A quiz. Free.
- B6—*What the U. S. Gets from the U.N.* By Peter Kihss. Free.
- B12—*U.N. Sketchbook*. By Derson and Kelen. A cartoon history of the U.N. since San Francisco. Two artists, through their commentary and character sketches, all drawn from life, present a unique study of U.N. personalities and U.N. events. \$2.85.
- C60—*Flags of the United Nations*. 61 paper flags, sticks included. \$1.00.
- C61—*Indonesian Flag*. Paper flag of the 60th member of the U.N. 5 cents.
- C73—*Posters and Charts*. 10 cents.
- G3-7—*The International Labor Organization*. Free.
- G9—*Major Decision of the United Nations General Assembly: summary of the Fifth Session*. Free.
- G1—*Charter of the United Nations and Statute of International Court of Justice: a pocket edition of the complete text*. 10 cents.
- G11—*Security and Disarmament Under the United Nations: fifth report of the Commission*. Free.
- G17—*Kit for Program Leaders: Contains program suggestions, visual aids material, background information on the U.N. and the specialized agencies, and a discussion outline*. 60 cents.
- G18—*Student Kit*. Contains material on the history, structure, and progress of the U.N. 40 cents.
- G19—*Teachers Kit*. Includes program suggestions, history of U.N. visual aids material. 60 cents.
- G20—*Keeping Up with the U.N.* A kit for individuals containing information on the progress of the U.N., current activities, etc. 50 cents.
- G27—*United Nations Guards and Technical Field Services*. Free.
- G28—*Folders on the Specialized Agencies*. Single copies free.
- G29—*Fact Sheet on Korea*. Free.
- G30—*The Peace the World Wants: An address by Dean Acheson in September 1950*. 2 cents.
- G31—*Speakers Notes*. A monthly summary of U.N. activities. \$1.00 per year.

G32—*A Ten Year Record; 1939-1949*. Summary of the Recommendations of the Commission to Study the Organization of the Peace. 25 cents.

G33—*Where Are We?* An address by John Foster Dulles. Free.

H11—*Fact Sheet on Genocide*. Free.

H12—*Thirty Human Rights*. The 30 articles of the Declaration of Human Rights, stated in simplified terms. Free.

H13—*The Universal Declaration of Human Rights*. Complete text. 3 cents.

The United Nations—Action for Peace. 1951; 64 pages; 30 cents. Written by Marie Ragonetti and Louis Zocca, this well illustrated pamphlet gives an over-all picture of the U.N.—its structure, how it works, and what it has done in the political, economic, and social fields.

Collective Security under the United Nations: Seventh Report of the Commission To Study the Organization of Peace. 1951; 44 p.; 20 cents. This pamphlet contains the recommendations which the Commission wishes to make to the Collective Measures Committee, established by the Uniting for Peace Resolution of November 3, 1950, which is reprinted in full. It also analyzes the whole concept of collective security, as outlined in the Resolution, and makes suggestions for strengthening the collective security system of the United Nations.

General Federation of Women's Clubs, 1734 N Street, N.W., Washington 6, D.C. Contact Mrs. Frederic Beggs, Chairman, Department of International Relations. Quantity discounts on all items.

Foreign Policy of the United States of America. 20 p.; 10 cents.

Madame Clubwoman Interviews the State Department: An Imaginary Press Conference. Compiled by Phyllis Ibins Valentin. 11 p.; 10 cents.

Your Community United Nations. By Pearl Farm Richardson. May 1951; 35 p.; 35 cents. A guide to ways in which all citizens can lend practical aid to the U.N.—should be very suggestive to the imaginative and world-minded teacher.

Government Documents, Order from U. S. Government Printing Office, Washington 25, D.C. Order by title and number. Remittance must accompany order.

Action by United Nations. Over wide front, members of United Nations are attacking new and old problems of war, ignorance, poverty, and disease. 1950; 12 p.; 10 cents; No. S 1.70/3:57.

Covenant of the League of Nations and Charter of the United Nations: points of difference. 1945; 14 p.; 5 cents; No. S 1.70/3:21.

Economic and Social Council of United Nations: report to Secretary of State by Hon. John G. Winant, U. S. representative on the Council. July 15, 1946; 74 p.; 20 cents; No. S 1.49:3.

Facts and Figures about United Nations: new dimensions in world cooperation. 1950; 16 p.; 5 cents; No. S 1.70/3:53.

Fight Against Aggression in Korea. 1950; 8 p.; 10 cents; No. S 1.38:37.

Foreign Relations of the United States. Price List 65, 30th edition; 26 p.; free.

Inter-American Relations: Addresses and statements by

Cordell Hull, Secretary of State, in connection with his trip to South America, 1933-1934, to attend the Seventh International Conference of American States. 103 p.; cloth; \$1.00; No. S 1.2:508/3.

International Relations: Address by Cordell Hull, Secretary of State, upon receiving the Woodrow Wilson medal, New York City, April 5, 1937. 7 p.; 5 cents; No. S 1.2:W69.

Korea, 1945-1948: report on political developments and economic resources. 1948; 124 p.; map; 35 cents; No. S 1.38:28.

Organizing the United Nations: a series of articles from Department of State Bulletin. 1946; 57 p.; 25 cents; No. S 1.50:6.

Our Foreign Policy. 1950; 100 p.; illustrated; 25 cents; No. S 1.71:26.

Pocket Guide to Korea. 1950; 48 p.; 15 cents; No. D 2.8:K84.

Revision of United Nations Charter. 1950; 64 p.; 20 cents; No. 81-2:S. rp. 2501.

The Situation in Iran. 1950; 12 p.; 5 cents; No. D. 2.7:339.

Transition from League of Nations to United Nations. 1946; 18 p.; 10 cents; No. S 1.50:5.

United Nations Conference on International Organization, San Francisco, California, April 25 to June 26, 1945. Selected documents. 1946; 992 p.; cloth; \$2.75; No. S 5.30:83.

Unesco and the National Commission Basic Documents. 1948; 17 p.; 10 cents; No. S 1.70/4:Un 34/No. 3.

Unesco Story: resources and action booklet for organizations and committees. 1950; 112 p.; 55 cents; No. S 1.70/4:Un 34/No. 12.

United States Goal in Tomorrow's World. 1949; 6 p.; 5 cents; No. S 1.71:6. An address discussing the President's Point-4 program, and urging support of the U.N. and strengthening freedom-loving nations against the dangers of aggression.

United States Policy in Korean Crisis. 1950; 68 p.; 25 cents; No. S 1.38:34.

The Nation, 20 Vesey Street, New York 17.

Special 85th Anniversary Number of *The Nation*, December 16, 1950. "Peace with Russia, Can It Be Negotiated?" 116 p.; paper; 20 cents. This huge issue contains articles by Owen Lattimore, James P. Warburg, H. Stuart Hughes, Vera Micheles Dean, Hans J. Morgenthau, Archibald MacLeish, Rayford W. Logan, Harrison S. Brown, Freda Kirchwey, Bishop G. Bromley Oxnam, and many others.

National Council of the Churches of Christ in the United States of America, 350 Broadway, New York 13. Contact Ivane Saulpaugh, Secretary for Information, Central Department of Church World Service.

The Churches Work together. July 1951; \$3.00 per 100.

From Jerusalem to Jericho. October 1949; \$1.00 per 100.

The Second Mile for DP's. December 1950; \$2.00 per 100.

National Jewish Welfare Board 145 East 32nd St., New York 16. The following leaflets are free:

World Federation Exchanges, by Deborah Miller.
Maps and Globes for World Understanding, by Deborah Miller.

A Compass for Brotherhood.

Together at Camp.

United Nations: Our Stake in World Peace.

United Nations Day Sounds a Peace Note.

Your Part in the United Nations.

Building Our Tomorrow.

National Recreation Association, 315 Fourth Ave., New York 10.

Music United the Nations. A festival, dedicated to the children of the United Nations, that was presented by the Department of Public Playgrounds and Recreation in Reading, Pennsylvania. 10 cents.

United Nations Game Hour. Complete descriptions of 12 international games. Mimeographed; 10 cents.

Organization of American States, Pan American Union, Washington 6, D.C. Contact E. P. McDaniel, Secretary.

Inter-American Conference for the Maintenance of Continental Peace and Security. Report and Final Act, including text of the Inter-American Treaty of Reciprocal Assistance (Rio Treaty). 1947; 83 p.; 50 cents.

Inter-American Conference for the Maintenance of Peace. Report and Final Act. 1937; 36 p.; 50 cents.

Inter-American Conference on Problems of War and Peace. Report and Final Act. 1945; 115 p.; 50 cents.

Inter-American Way of Life. By Alberto Lleras. Selections from the recent addresses and writings of the Secretary General of the Organization of American States. 1951; 46 p.; 25 cents.

Organization of American States. A handbook for use in schools, colleges, and adult study groups, by Margaret Kiser. Illustrated; 66 p.; revised in 1951; 25 cents.

Publications of the Pan American Union, in English, Spanish, Portuguese, and French. A catalog. 1951; free.

Short List of References on the Organization of American States. 4 p.; free.

Some References on Latin America for Students. A bibliography. 8 p.; free.

United States and Latin America. A survey of recent changes, by William Manger. 1946; 32 p.; 15 cents.

Public Affairs Pamphlets, 22 East 38th St., New York 16.

Human Rights—World Declaration and American Practice. By Roger N. Baldwin. December 1950; 32 p.; 20 cents.

Rotary International, 35 East Wacker Drive, Chicago. Contact Eric Grimwade, Program Department.

From Here on! The full text of the U.N. Charter is printed in bold-face type on the left hand pages. On the right hand pages, paralleling the articles and paragraphs of the Charter, are concise reports of important action, interpretative comments, and quotations from U.N. officials, together with pertinent questions. New seventh edition; 124 p.; 35 cents.

A Little U.N.: Suggested Steps in Planning Your Model Assembly. 6-page leaflet; free.

Where To Begin: Teaching about the United Nations in Schools and Colleges. A useful and suggestive four-page leaflet; free.

The World at Work. Subtitled, "The Economic and Social Efforts of the United Nations and the Specialized Agencies," this appears to be well adapted to school use. 152 p.; 50 cents.

Social Action, 289 Fourth Ave., New York 10.

"U.S.A.—U.N.—U.S.S.R.—The Big Powers and the United Nations." By Hans Simon. *Social Action*, December 15, 1946; 38 p.; 15 cents.

"American Leadership in a Revolutionary World." By Herman F. Reissig. *Social Action*, November 15, 1950; 31 p.; 15 cents.

Stanford University Press, Stanford, California.

Unesco and the Defenses of Peace. By Waldo Gifford Leland. 1948; 36 p.; \$1.00.

University of Chicago Round Table, University of Chicago Press, Chicago, Illinois. All pamphlets are 10 cents each. Order by number and title.

671 *H—America and the Atomic Age.* By R. M. Hutchins. February, 1951; 32 p.

689—*What Is the Basic Conflict between the U. S. and Russia?* By Morgenthau and Wirth. June 10, 1951.

668—*The State of American Foreign Policy.* By Fay, Gottschalk, and Mosely. January 14, 1951; 33 p.

645—*Pattern for Peace.* By Johnson, Lie, et al. August 6, 1950; 34 p.

642—*Security and Arms Control.* By Jacob, Rau, and Szilard. July 16, 1950; 17 p.

641—*Views on a Divided World.* By Hutchins, Malik, et al. July 9, 1950; 16 p.

639—*The Schuman Plan: What Does It Mean to Europe and Britain?* By Bonnet, Kuh, and Morgenthau. June 25, 1950; 17 p.

630—*One Philosophy for One World.* By Denney, McKeon, et al. April 16, 1950; 17 p.

626—*What Terms Can End the Armaments Race?* Douglas, Jacob, Simpson, et al. March 19, 1950; 30 p.

625—*Who Killed the Peace?* By Johnson, Mosely, and Sharp. March 12, 1950; 17 p.

624—*The Conditions of Peace.* By Bunche and Morgenthau. March 5, 1950; 31 p.

619—*Peace with Russia: Realism or Unrealism?* Brown et al. January 29, 1950; 17 p.

610—*Can Yugoslavia Survive?* Bebler and Mosely. November 27, 1949; 17 p.

606—*Mankind in a Revolutionary Age.* By Nehru and Redfield. October 30, 1949; 31 p.

605—*United Nations: Success or Failure?* By Mosely et al. October 23, 1949; 16 p.

604—*France and the Future of Europe.* By Gottschalk et al. October 16, 1949; 17 p.

603—*Problems Facing Unesco.* M. Eisenhower and Niebuhr. October 9, 1949; 17 p.

601—*The Atlantic Community Faces the Bomb.* By Ogburn et al. September 25, 1949; 16 p.

587—*Military Assistance to Europe.* Gottschalk et al. June 19, 1949; 17 p.

582—*Democracy—World Hope.* By Finer, McKeon, and Wirth. May 15, 1949; 30 p.

524—*The Problem of World Government.* By Nehru, Koo, and Hutchins. April 4, 1948; 28 p.

503—*Unesco and Freedom of the Mind.* By Bodet et al. November 9, 1947; 12 p.

463—*Are We Agreeing on Atomic Bomb Control?* Finletter et al. February 2, 1947; 36 p.

454—*Can Unesco Educate for World Understanding?* Gilson et al. December 1, 1946; 27 p.

448—*What Is Happening to the United Nations?* Finer, Finletter, and Fox. October 20, 1946; 27 p.

United Nations Publications, New York, New York. Order from the International Documents Service, Columbia University Press, 2960 Broadway, New York 27.

Basic Facts about the United Nations. Sixth edition, March 1951; 44 p.; 15 cents; U.N. Pub. No. 1951.I.1.

Everyman's United Nations. Second edition, 1950; 313 p.; \$1.25; U.N. Pub. No. 1950.I.9. A revised and enlarged edition of a compact reference guide.

Guide to the United Nations Charter. Third edition, January 1950; 58 p.; 50 cents; U.N. Pub. No. 1947.I.16 (2).

How the United Nations Began. 28 p.; 15 cents; U.N. Pub. No. 1949.I.23. A classroom text suitable for pupils 12 to 16 years of age, it also is intended to provide lesson material for the use of teachers.

Our Rights as Human Beings. 32 p.; 10 cents; U.N. Pub. No. 1949.I.21. A discussion guide on the Universal Declaration of Human Rights. Contains the text of the Declaration.

Political Rights of Women. 28 p.; 25 cents; U.N. Pub. No. 1949.I.15. An account of the progress of women toward political equality in various countries.

These Rights and Freedoms. First edition, May 1950; 214 p.; \$1.50 with hard cover; U.N. Pub. No. 1950.I.6. A review of what the U.N. has done during its first four years to safeguard man's fundamental rights.

United Nations Bulletin. Published twice each month. Annual subscription \$4.50.

United Nations Study Kit No. 1. \$1.00.

United Nations Work and Programs for Technical Assistance. 40 p.; 15 cents; U.N. Pub. No. 1951.I.2.

What the United Nations Is Doing. Each pamphlet, 15 cents. A series of booklets that give essential information on specific activities of the United Nations and its related agencies:

For Refugees and Displaced Persons 19 p.; U.N. Pub. No. 1948.I.13(1).

For the Status of Women. 20 p.; U.N. Pub. No. 1948.I.10(1).

For Trust Territories. 24 p. U.N. Pub. No. 1949.I.27.

World Facts and Figures. 36 p.; 25 cents; U.N. Pub. No. 1951.I.3.

Yearbook of the United Nations. A reference work of a real and lasting value designed to present in a single volume a complete, authoritative, and fully-documented record of meetings held, decisions taken, and work done by the U.N. and the Specialized Agencies.

1946-47 (U.N. Pub. No. 1947.I.18), 991 p.; cloth \$10.

1947-48 (U.N. Pub. No. 1949.I.13), 1126 p.; cloth, \$12.50.

1948-49 (U.N. Pub. No. 1950.I.11), 1171 p.; cloth, \$12.50.

Sight and Sound in Social Studies

William H. Hartley

Film of the Month

What Is a City? 10 minutes; sale: black and white, \$40; color, \$90. Bailey Films, 2044 North Berendo, Hollywood 27, California.

This film sets out to find the answers to four important questions: Why do people live in cities? Why are cities built in one place rather than another? Where do people usually build cities? Why are some cities large and others small? Combining disciplines of geography, economics, and sociology, it helps students to develop generalizations and insights about community living by giving them specific facts upon which to base their conclusions.

What Is a City? explains the location and growth of cities in terms of the needs of people and the work they do. Chicago is shown as an example of a trading center, the importance of New York City's harbor is explained, the dependence of the people of cities upon the hinterland is pointed out. Cities are seen developing as trading centers, shipping centers, and manufacturing centers. The more favorable the location of the city, the more goods and raw materials flow into it. This flow of materials provides work for people who carry on trade and convert the raw and semi-finished materials into manufactured goods.

So the city grows and prospers.

What Is a City? carries with it a challenge which should stimulate discussion and lead to an investigation of the local community and its place in our national life. After providing fundamental data concerning the location and growth of cities, the film ends with the question? Why was your city built where it is? Will it grow larger? Do you want it to? On the basis of the common experience of seeing this film, students should be able to think not only about cities, but also about problems of city life.

The vocabulary of this film is especially well suited to use in the middle grades, but the concepts are challenging in the junior high or even high school level. Civics classes will profit from the use of this film and simple research will be stimulated by it.

Award to NCSS Audio-Visual Committee

For the second year *Scholastic Magazines* in May polled educators to determine the ten outstanding films and the ten outstanding filmstrips produced specifically for the classroom. Out of some 250 film titles, a panel of educators chose the following as the top ten films for 1950: *Child Development Series*, *Family Circle*, and *Marriage for Moderns Series*, McGraw-Hill (330 West 42nd St., New York 18); *Due Process of Law Denied*, Teaching Film Custodians, Inc. (25 West 43rd St., New York 8); *Farming in South China*, United World Films (1445 Park Ave., New York 29); *Fight for Better Schools*, March of Time (269 Lexington Ave., New York 17); *Grandma Moses*, A. F. Films (1600 Broadway, New York 19); *Japanese Family*, International Film Foundation (1600 Broadway, New York 19); *Newspaper Story* and *Yours Is the Land*, Encyclopaedia Britannica Films (20 North Wacker Drive, Chicago 6).

The film, *Due Process of Law Denied*, is a classroom excerpt edited from the feature film, *The Ox-Bow Incident*. The editing was done by the technical staff of Teaching Films Custodians in collaboration with the Audio-Visual Committee of the National Council for the Social Studies. A scroll of merit was presented to the NCSS committee by John W. Studebaker, chairman of the editorial board of *Scholastic Magazines*. Serving on the NCSS committee which worked on this picture were Kenneth Fulkerson, Rochester, New York; Frederick Stutz, Cornell University; William Tyrrell, Columbia University; Lewis Paul Todd, editor of *Social Education*; Richard Thurfild, University of Rochester; and William H. Hartley, State Teachers College, Towson, Maryland.

Filmstrip awards were presented to McGraw-Hill for *American Government Services* and *Machine Power Means Plenty*; Young America Films (18 East 41st St., New York 17) for *Children of Early America* and *The Library*; Popular Science (350 Fourth Ave., New York 10) for *Conservation Is Everybody's Business*; Encyclopaedia Britannica for *Contemporary American*

Painting; Current History Films (226 East 22nd St., New York 10) for *History of the American Negro*; and *Life Filmstrips* (9 Rockefeller Plaza, New York 20) for *18th Century England*, *Heritage of the Maya*, and *The Middle Ages*.

Recent 16-mm. Sound Films

Associated Film Artists, 30 North Raymond Ave., Pasadena 1, California.

Understanding the Chinese. 10 minutes; color; sale: \$95. A film story of the largest branch of the human family on earth. Explains China's way of life and communistic changes.

Athena Films, Inc., 165 West 46th St., New York 9.

Nanook of the North. 80 minutes; rental: \$25. A great documentary now available with Eskimo music.

Bailey Films, Inc., 2044 North Berendo, Hollywood 27, California.

Here's How We Print. 10 minutes; sale: black and white, \$45; color, \$90. Shows the basic steps involved in printing with movable type and illustrates the importance of printing in our daily lives.

British Information Services, 30 Rockefeller Plaza, New York 20.

Family Portrait. 25 minutes; rental: \$3.75. This documentary film by Humphrey Jennings is a journey through history, landscape, and prognostication. Past and present are brilliantly juxtaposed to present an over-all picture of the achievement of a great nation.

Encyclopaedia Britannica Films, Inc., Wilmette, Illinois. GREAT AMERICAN STATESMEN SERIES. 20 films; 20 minutes each; sale or rent: apply.

The following subjects in this series are now available: *George Washington, Andrew Jackson, Benjamin Franklin, John Marshall, Daniel Webster, John C. Calhoun, Alexander Hamilton, John Quincy Adams, Thomas Jefferson, John C. Fremont, Lewis and Clark, La Salle, Daniel Boone, Christopher Columbus, Washington Irving, James Fenimore Cooper, Henry Wadsworth Longfellow, John Greenleaf Whittier, Louisa May Alcott, Oliver Wendell Holmes*.

International Film Bureau, 6 North Michigan Ave., Chicago 2.

The Beginning of History. 45 minutes; rental: apply. Life in the Stone Age, Bronze Age, and Iron Age are pictured through the earliest examples of arts and crafts, pottery, early weapons and tools.

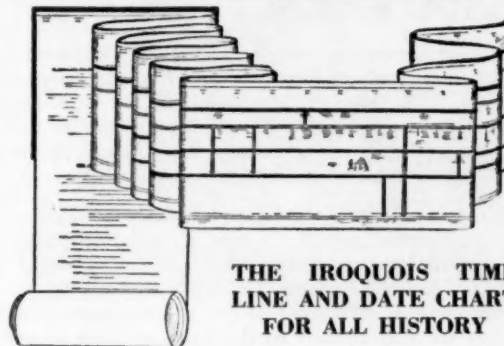
McGraw-Hill Book Co., Inc., 330 West 42nd St., New York 18.

Trading Post, 20 minutes; sale \$80. The RKO picture on the Chicago Merchandising Mart.

Modern Talking Picture Service, Inc., 45 Rockefeller Plaza, New York 20.

Assignment—General Mills. 20 minutes; color; free loan. Helen and Ted, two economics students from a university visit General Mills to gather material for their term report on a national business concern. The film follows the students on their tour of the concern—through executive offices, product display room, health service, and research labs.

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National Film Board of Canada, 620 Fifth Ave., New York 20.

The Unadulterated Truth. 21 minutes; sale: \$32.50. How Canada guarantees its food and drugs. Contrasts old days with modern enforcement.

Shell Oil Co., 50 West 50th St., New York 20.

Refining Oil for Energy. 25 minutes; color; free loan. Explains in simple terms how crude oil is refined into its various by-products.

Teaching Film Custodians, Inc., 25 West 43rd St., New York 18.

Beginning or the End? 30 minutes; sale: apply. The story of the A-bomb from early plans to Hiroshima. Actors play the role of leading scientists.

How Green Was My Valley. 32 minutes; sale: apply. An excerpt from the feature film telling the story of life among the Welsh coal miners.

United World Films, Inc., 1445 Park Ave., New York 29.

This Is Rubber. 16 minutes; free loan. Takes the audience to a natural rubber plantation in the East Indies, shows the extraction of liquid latex, the smoked sheets, crepe rubber, compounding and shaping.

PHYSICAL GEOGRAPHY FILMS. Set of 5 films on basic geography.

Day and Night. 9 minutes; sale: \$45.

The Great Winds—General Circulation. 10 minutes; sale: black and white, \$45; color, \$100.

The Great Winds—Distribution and Pressure of Winds. Sale: black and white, \$45; color, \$100.

Latitude and Longitude. 9 minutes; sale: black and white, \$45; color, \$100.

Introduction to Map Projection. 18 minutes; sale: black and white, \$85; color, \$90.

U. S. Navy Recruiting Service (contact station nearest you).

Stay in School. 13 minutes; free loan. In cooperation with the U. S. Office of Education and the U. S. Department of Labor, the Navy has produced this film to urge young people to stay in school and thus prepare themselves to help their country meet its pressing problems.

Young America Films, 18 East 41st St., New York 17.

The Other Fellow's Feelings. 10 minutes; sale: \$45. The film dramatizes a problem of ridicule so prolonged that someone's feelings are hurt. No conclusions are drawn, but the audience is challenged to discuss the problem and to discover its own answers to the basic problem of getting along with others. The film is aimed at the middle grades and junior high school level.

Yugoslavia Films, 816 Fifth Ave., New York 21.

Macedonia. 15 minutes; rental: \$2.50. A survey of 2,000 years of Macedonian history told through its monuments, churches, castles, and works of art.

New Yugoslavia. 10 minutes; rental: \$2.00. Shows development of agriculture under the five-year plan. Also covers modernization of mines, highway construction, new housing, and building of a new Belgrade.

Filmstrips

Audio-Master Corporation, 341 Madison Ave., New York 17.

The Album of U. S. History. Set of filmstrips; sale: apply. Titles released so far are: "Pathfinder to America," "Before Christopher Columbus," "The French and Indian War," "Patriots of 1775," "The Beginnings of the Revolution," "The Declaration of Independence," "George Washington," "Benjamin Franklin," "Thomas Jefferson."

Audio-Visual Associates, Box 243, Bronxville 8, New York.

Sugar Throughout the Ages. 48 frames; color; free. The part sugar has played in history.

Encyclopaedia Britannica Films, Wilmette, Illinois.

Basic Economics. Set of 8 filmstrips; color; sale: apply. "Living and Working without Money," "Money Goes To Work," "New Ways To Use Money," "Money and Panic," "Money and Government," "Too Much Money," "Too Little Spending."

Our North American Neighbors. Set of 8 filmstrips; sale: apply. "Maritime Provinces of Canada," "Industrial Provinces of Canada," "Prairie Provinces of Canada," "Pacific Canada," "Alaska," "Land of Mexico," "Central America," "West Indies."

Soil Conservation. Set of 8 filmstrips; sale: apply. Titles are: "How Long Will It Last?" "How Soil Is Formed," "Plant Life and the Soil," "Water and the Soil," "Animal Life and the Soil," "Minerals in the Soil," "How Man Has Used the Soil," "How Man Conserves the Soil."

Eye Gate House, Inc., 330 West 42nd St., New York 18.

Cities of Our Country. Set of 9 filmstrips; color; sale: \$22.50. "Birmingham, Industrial Center of the South"; "Los Angeles, the Beautiful Southwest"; "Boston, City of Tradition"; "Chicago, at the Crossroads of the Nation"; "Why and How Cities Grow"; "Detroit, Midwest Center of Industry"; "Seattle, Typical of the Northwest"; "New York, Our Great Metropolis"; "Houston, a City Expanding."

Some European Neighbors. Set of 9 filmstrips; color; sale: \$22.50. "Italy," "Holland," "England," "France, the Country and Its People," "Paris," "Spain," "Greece," "Switzerland," and "Sweden."

Some Islands and Countries of the Western Hemisphere. Set of 9 filmstrips; color; sale: \$22.50. "Puerto Rico," "Panama," "Mexico," "Cuba," "Haiti," "Bermuda," "Nicaragua," "Guatemala," "Salvador."

The Jewish Agency for Palestine, 16 East 66th St., New York 21.

Israel Is Our Neighbor. 16 frames; color; sale: \$5.00. Students in Israel are shown in classrooms, farms, and factories, as well as on tour through Israel's cities and varied historical and archaeological sites.

Life Filmstrips, 19 Rockefeller Plaza, New York 20.

Life Filmstrip Series. One strip each month for 8 months, \$12. Beginning in October 1951, Life will release a black and white filmstrip each month until May 1952. The filmstrips will be on topics of current interest and will average 60 frames each.

National Film Board of Canada, 620 Fifth Ave., New York 20.

Pure Foods—Safe Drugs. 60 frames; \$1.00. Outlines standards set by Canada's Food and Drug Act, with an account of their origin and of efforts made to ensure that these standards are met.

Popular Science Publishing Co., 353 Fourth Ave., New York 10.

Home Life in European Lands. Set of 6 color strips; \$31.50. "Home Life in England," "Home Life in Norway," "Home Life in Holland," "Home Life in Switzerland," "Home Life in France," "Home Life in Italy."

Visits to European Lands. Set of 5 strips in color; \$26.50. "The British Isles," "Scandinavia," "The Low Countries," "France," "Italy."

Social Living, Cooperstown, New York.

Life Adjustment Series. Set of 5 filmstrips; sale, \$15. "You and Your Folks," "If You Please," "Datin' Data," "You and Your Money," "Mental Health."

Young America Films Division, 18 East 41st St., New York 17.

Children of Early America. Three sets in color; \$30 per set.

Set No. 1: "An Indian Adventure," Ottawa, 1730.

"Washington Invaded," 1812.

"Silver Spurs in California," the Spanish, 1926.

"Lost in Penn's Woods," Quaker Life in 1683.

"The Boston Tea Party," 1773.

"The Last Delegate," Philadelphia Convention, 1776.

Set No. 2: "Stowaway Around the Horn," Clipper Ships, 1849.

"Wagons to the West," Santa Fe Trail, 1834.

"The Patroons Gift," Dutch in New York, 1660.

"Rescued by Boone," Kentucky, 1780.

"Tow-Path Boy," Erie Canal, 1827.

"The New Fort at Chekagon," Chicago, 1819.

Set No. 3: "Powhatan's Tomboy," Jamestown, 1607.

"Plymouth Girl," Plymouth, 1622.

- "Steamboat 'Round the Bend," Mississippi River, 1846.
 "Oregon Trail," 1846.
 "San Jacinto Corn," War in Texas, 1836.
 "New Year's Gift from General Jackson," New Orleans, 1814.

Families of the World. Set of 12 filmstrips; \$30. Daily life in rural parts U.S., England, Africa, China, Mexico, Japan, Pakistan, Egypt, Czechoslovakia, France, Germany, and Italy.

Of All Things

A bibliography of 25 sixteen-millimeter sound films on civil defense has been prepared by and is free upon request from British Information Services, 30 Rockefeller Plaza, New York 20. Listed are such films as *Fire Guard*, *First Aid Post*, *A New Fire Bomb*, *Model Procedure for Water Relaying*, *London Fire Raids*, and *Incendiary Bomb Training*. All films listed may be rented from British Information Services.

Encyclopaedia Britannica Films, Wilmette, Illinois, has developed a number of short films on first aid to be used over and over until a technique has been learned. Called "Repetitive Impact Films," these shorts are wound on a continuous magazine adapter which is fastened to the arm of the projector so that any motion picture machine may be converted into a continuous loop projector. The set of six films, complete with adapter, is \$75.

Two catalogs of 2 x 2-inch slides have just been released by the Franco-American Audio-Visual Distribution Center, 934 Fifth Ave., New York 21. *The French Heritage* lists nearly 2000 slides on historical subjects. *France Today* is a listing of 2500 color slides on physical and economic geography, agriculture, people, art, and architecture in France.

The Fideler Co., 40 Ionia Ave., N. W. Grand Rapids 2, Mich., is the publisher of a new series of "Let's Read About" books. These are picture books intended for use in the social studies on the middle grade level. Sparkling pictures show regional contrasts and interdependence and stir the students' imagination by furnishing them with real life pictures of faraway lands. Large 8 x 10½-inch pictures are featured in these books. The following areas are each treated in a separate volume: Alaska, Canada, Mexico, South America, China, Brazil, Hawaiian Islands, Russia, Australia, and India. The series of ten books sells for \$23.60, or \$2.95 each.

A free set of posters aimed at better group relationships may be obtained from the Institute for American Democracy, Inc., 212 Fifth Ave.,



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New York. The posters are in color and a teacher's guide accompanies the posters.

The American Way is a book of drawings designed to be copied on home-made lantern slides. Fifteen units are included on such topics as "The Bill of Rights," "Elections," "Religion," "Education and Its Development," "National Defense," and "The Constitution."

In setting aside television channels for future use the Federal Communication Commission reserved 209 or about 10 percent of the total for the use of educational agencies. Most of the newly allocated channels are in frequencies which present television sets are not equipped to handle. In giving education an option on the future development of the channels, the FCC is opening up the possibility of educationally controlled television to be employed as a true teaching tool.

Write to the Committee on International Relations, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D.C., for a free copy of their annotated catalog of films from many nations which will help lead to better understanding of the other fellow.

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Records

Millions Listened is the title of an album of four double-faced, 12-inch, long-playing records consisting of eight outstanding radio speeches of 1950. Included are General Dwight D. Eisenhower's "Crusade of Freedom" speech; Senator Robert Taft in opposition to administration policies; Governor Thomas E. Dewey favoring forceful action in our foreign policy; Ex-President Herbert Hoover urging that we concentrate on preservation of the Western hemisphere; President Harry A. Truman asking for a great mobilization drive (July 19), and speeches urging China to stay out of Korea (Sept.), asking for moderate controls (Sept. 9), and warning the nation of extreme danger (Dec. 12). The album sells for \$23.

The Quick and the Dead is the title of a new album of records being distributed by Radio

Corporation of America. Originally designed for broadcasting over NBC, these records tell the story of the Atomic Bomb and the Hydrogen Bomb. Among the voices heard in the records are President Truman, Churchill, F. D. Roosevelt, Eisenhower, Bob Hope, and General Groves. The recordings have been produced in three forms: for 33 $\frac{1}{3}$, 45 and 78 rpm discs. They are offered at \$10.90 for 33 $\frac{1}{3}$ and 45 rpm, and at \$13.25 for the 78 rpm size. For further information concerning this album, write to Educational Services, Radio Corporation of America, Camden, N.J.

The Institute for Democratic Education, Inc., 212 Fifth Ave., New York 10, has an album of new and exciting records called *Stories To Remember*. Consisting of thirteen 15-minute programs on 16-inch microgroove records which play at 33 $\frac{1}{3}$ rpm, this album provides dramatic presentations of outstanding short stories by leading writers. These stories stress good human relations and they are recommended for use on the junior and senior high school level. On long-playing microgroove records, the album costs \$15; on electrical transcriptors, they are \$22.50.

Maps

The Denoyer-Geppert Co. (5235 Ravenswood Ave., Chicago 40) has developed an interesting "Simplified Map and Globe Program." Utilizing problem-project globes with corresponding slated map, this program provides simple world patterns in natural conditions of land with realism provided for higher elevation areas through the hill shading or relief-like effect. The program begins the development of world patterns of where people live through the use of the globe as a true representation of the earth, and continues the program through flat maps of the world and then the United States. The globes, with their related flat maps, invite participation as step-by-step learning takes place. A brochure describing this map and globe program is free upon request.

Denoyer-Geppert's new 1951 map catalog is now available and free upon request. Several new "Our Democracy" wall charts are listed. This set of charts was given an honor award in the 1950 Freedoms Foundation contest.

Write to the C. S. Hammond and Co., 521 Fifth Ave., New York 21, for a list of their atlases, maps, and charts. Among the interesting offerings of this company is a desk atlas for individual students which sells at 50 cents, subject to a quantity discount of 20 percent. Hammond also sells a very useful "Historical Chart of Mankind" that traces man's history through the ages. This colorful chart sells at \$1.00.

Helpful Articles

- Arnold, Thurman. "Mob Justice and Television." *Atlantic* 187:68-70; June 1951. How the broadcasting of such inquiries as the Kefauver Committee on crime could completely invalidate the due process of law.
- Farley, Belmont. "Vision and Television." *NEA Journal* 40:357; May 1951. A report of the action of the FCC in setting aside TV channels for the use of educational organizations.
- Feinstein, George W. "Will TV Solve Everything?" *The Journal of Education* 134:92-93; April 1951. A satire on the effect of television upon children.
- Green, Ivah. "Make the Community Your Textbook." *The Grade Teacher* 48:39, 64; June 1951. Some examples of activities which utilize community resources.
- Lewis, Philip. "Teen Agers Tame TV." *Educational Screen* 30:174-75, 190; May 1951. Furnishes evidence that television is not a "big bad wolf," but really a friendly lamb whom youngsters may be trained to use wisely.
- Lyles, Victoria. "Making Our American Heritage Real—How Some Schools Do It." *School Life* 33:122-24; May 1951. How pupils in York, Pa., studied their neighbors.

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New York 16, N. Y.

Maccurdy, Robert. "Salvage Those Old Maps and Charts." *The Journal of Education* 134:91; April 1951. Students and teacher use the backs of old maps and charts as material for new home-made charts.

Miller, Harry L. "Recordings for Citizenship Education for Adult and Youth Groups." *Audio-Visual Guide* 17:7-8, 10; April 1951. A list of records and transcriptions on the growth of American democracy and the meaning of American ideals.

Miller, Harry L. "The U.N. Film Story." *Audio-Visual Guide* 17:5, 7; March 1951. Describes the film activities of the U.N. Information Service.

Nelson, L. Warren. "Improvement of Sponsored Materials." *The Nation's Schools* 48:43-44; June 1951. A report on survey of industry-school cooperation. Indicates that approximately nine out of ten teachers use some sponsored materials.

Pinholster, Luamanda. "Road Maps To Better Instruction Via Audio-Visual Aids." *The Grade Teacher* 68:16, 78; March 1951. A trip through the points of interest in our educational system.

Windham, Mrs. Joe. "Students Explore Their Home Town." *The School Executive* 70:50; June 1951. An account of a school-wide project in community study.

Wyett, Anne. "Audio-Visual Aids for the Primary Grades." *American Childhood* 36:17-18. March 1951. A list of films and filmstrips suitable for primary grades.

Book Reviews

DEMOCRATIC GOVERNMENT IN CANADA. By R. McGregor Dawson. Minneapolis: University of Minnesota Press, 1950. 188 p. \$2.75.

It is evident that in writing *Democratic Government in Canada*, Dr. Dawson set for himself the objective of reaching a maximum number of readers without sacrificing the quality of form or content. Whether or not Dr. Dawson's aim is thus fairly stated, this is the target on which he has scored a bull's-eye. Concessions are made in favor of simplicity and brevity, but not at the expense of accuracy or fundamental principles. The style of the material is almost entirely descriptive; constructions are simple and orderly; only that which is of greatest significance finds a place.

The experience of many college teachers is that at least some of the reading of their students might, for effective learning, be pitched at a secondary school level. The student in high school or college doing his first serious reading in Canadian government will probably obtain a clearer grasp of fundamentals from this book than he would, for example, from the more discursive and involved *Government of Canada* by the same author.

Such a small book (129 pages of text) on such a great subject is almost certain to be unable to escape criticism in its proportions, and it is only fair to point out the inadequacy of a five-page treatment of local government. With such a restricted rationing of space, the use of these pages for an extension of the immediately preceding chapter, "Provincial Government," including, perhaps, a mention of provincial and regional differences might have been desirable.

And yet the essentials of Canadian government—the parliamentary system, the federal principle, executive and administration, and government in the province are succinctly set forth. Furthermore, it is the *operations* of government organization that are stressed, not just bare structure or barren principle, and the operational aspect is frequently underscored with an illustrative incident. Of particular value is the treatment of Sections 91 and 92 of the British North America Act and the constitutional evolution of federalism under these provisions.

It has for long seemed to the reviewer that the possibilities of the Canadian organization of gov-

ernment as a starter for American students in comparative studies in government have been slighted. Such books as this may help, by creating a general interest, to direct the attention of social science teachers in the United States to the fruitfulness of the method of comparison and contrast when applied to the sister democracy to the north.

The British North America Act of 1867 and subsequent B.N.A. Acts from that date to 1950 provide valuable and a minimum amount of source material in Appendices A to H.

LOUIS H. DOUGLAS

Kansas State College
Manhattan, Kansas

INTRODUCTION TO SOCIAL SCIENCE. Vols. I and II.

By George C. Atteberry, John L. Auble, Elgin F. Hunt, and Peter Masiko, Jr. Revised edition. New York: Macmillan Co., 1950. 819 and 823 p. \$5.00 each.

This is a text divided into two 800-page volumes. It is organized for use in the required freshman course in social science offered in the City of Chicago junior colleges. Some thirteen years ago the reviewer was in one of these early experimental classes taught by the senior author, and he has found it interesting to see how the course has developed from the sets of mimeographed sheets used at that time. This is a revision of an earlier edition which was adopted by USAFI during the war and with which college instructors of such general education courses are probably familiar.

The text is organized into problem-chapters, mainly sociological, economic, and governmental, which include the historical background as well as the current situation and present, where they exist, the conflicting views as to the next steps to be taken in solving these various dilemmas. A list of essential terms, discussion questions, and a short bibliography of accessible references follow each problem. To give an idea of the scope of the text, there follows a random list of a few of the 47 problems surveyed by the various authors: population, technology, the family, health, race and cultural relations, delinquency and crime, the business cycle, industrial relations, agriculture, public opinion and

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propaganda, political parties, federal, state, and local interrelationships, government and business, public administration, international economic relations, and peace and world organization.

It seems to the reviewer that the books can be of value to high school teachers in three ways. Teachers in either ninth or twelfth grade social studies, civics, or senior problems will find the presentations of value in reviewing such topics for their own benefit when planning classroom approaches in these various areas. Twelfth grade pupils will find the texts valuable and readable in preparing topics, discussions, and papers in connection with economics, sociology, civics, or senior problems assignments. In the eleventh grade, where American history is being presented by more and more teachers through a topical or problems approach, this text would also serve as a helpful reference, especially for the more able pupils, in providing up-to-date facts and figures to which the United States history texts do not usually devote space.

A thoroughly revised product of many years' teaching experience, *Introduction to Social Science* can be a most helpful guide and source of

data to both teacher and pupil in the social studies library or classroom.

RICHARD E. GROSS

Menlo School and College
Menlo Park, California

SOCIAL STUDIES FOR CHILDREN IN A DEMOCRACY.

By John U. Michaelis. New York: Prentice-Hall, Inc., 1950. ix + 466 p. \$4.25.

Few reviews appearing in this or any other educational magazine enthusiastically welcome a new book. *Social Studies for Children in a Democracy* is so welcomed by the reviewers because it is a well-planned, a simply written, and a practical book. Mr. Michaelis has included many specific examples of good classroom practice. He has effectively preserved the point of view which has grown out of research in child development, and simultaneously he has emphasized that children in a democracy must have experience which builds skills, abilities, attitudes, and appreciations which are common to all.

The third chapter, "Child Development and the Social Studies," is of particular merit. Growth characteristics of elementary school children are

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summarized and implications for instruction are listed. Two short quotations indicate the author's position: "The child development approach in no way minimizes facts, information, concepts, and social understandings. It seeks to place them in a more functional setting and to relate them to the needs, purposes, and interests of children in such a way that more effective growth is possible (p. 56). . . . Probably the greatest value in the child-development approach to education is the point of view implied for the planning, guidance, and evaluation of individual and group experiences. In brief, this point of view holds that the educational program must be geared to the nature and needs of children" (p. 80).

The chapter on group processes is one of the best to be found in educational literature. The author uses simple terminology to explain the importance of group processes in democratic living, and gives many concrete illustrations and suggestions to help teachers facilitate group interaction. Mr. Michaelis also presents an effective chapter on the utilization of community resources in elementary school teaching. The specific suggestions and examples are excellent.

Dramatic representation is often not used as

effectively in teaching social studies in the elementary school as one would desire. The author stresses the importance of dramatic play as a powerful tool for personality development and for the development of group skills and understandings.

Mr. Michaelis should be commended for the organizational structure of the volume. The reader is helped by the frequent use of center- and side-heads. The book is effectively indexed, and the bibliographies are up to date. In the opinion of the reviewers, Mr. Michaelis has made an important contribution toward improving the education of children in a democracy.

ROBERT N. BURRESS

HAROLD D. DRUMMOND

George Peabody College for Teachers

●
AROUND THE WORLD IN NEW YORK: A GUIDE TO THE CITY'S NATIONALITY GROUPS. New York: Common Council for American Unity and the Caroline Zachry Institute of Human Development, 1950. 112 p. \$2.00.

The book *Around the World in New York*, like the words "Open Sesame," opens a new and

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frequently strange world to the reader. This compact little volume evokes a fascinating picture of the life of over 75 nationality and racial groups living in New York City—groups which are almost independent communities, yet which form a component part of the vast population of New York City. As the book points out, of 7,454,995 New Yorkers (1940 census), the foreign-born and native-born of foreign or mixed parentage comprise the astounding total of 4,831,580.

From the relatively small Polynesian, Abyssinian, Gypsy and Tartar groups to the large Italian, Puerto Rican, German and Polish communities, from the American Indian to the recent arrivals from Central and Eastern Europe, all these diverse groups speak their own languages and have their own customs and traditions; yet, they are essentially American and their cultures form an integral part of the overall American culture.

These groups have developed their own organizational apparatus and their own highly articulate press and radio programs. As the book puts it: "Tens of thousands of societies, clubs, circles, associations, leagues, brotherhoods, sisterhoods and other kinds of organizations exist in New

York City to meet the social, cultural, political, religious, recreational, welfare, professional and economic needs of the men, women, and young people who make up the city's nationality groups." Some 240 publications are printed in foreign languages, and it is equally impressive to note the large number of churches serving the various nationality groups in the big city.

When we consider the fact that ethnic groups have established similar communities in many other states, cities, and towns throughout the United States, there can be no doubt that *Around the World in New York* represents a milestone in the important task of familiarizing the general community with the organized life of so vital a segment of the American population. *Around the World in New York* says of itself that it is a "Guide to the City's Nationality Groups." However, its impact goes far beyond that modest description, for in the hands of a skillful social studies teacher, it can well serve as an excellent springboard from which the student can undertake, on a more limited scale, a study of the nationality groups in his own community. This type of learning experience can be of particular value in classroom discussions on inter-group relations, and can supplement effectively

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JOSEPH L. LICHTEN

Anti-Defamation League of B'nai B'rith

YOUR RUGGED CONSTITUTION. By Bruce Allyn Findlay and Esther Blair Findlay. Illustrations by Richard Dawson, American Ideal Series, Stanford, California, Stanford University Press. 1950. 281 p. \$3.00.

A large percentage of the questions on government which are asked every day can be answered by reference to the text of the Constitution of the United States. The large majority of the questioners have studied the Constitution at least once, but neither the person asking the question nor the citizen from whom he seeks an answer have a ready answer based on the particular part of the document where the subject in question is discussed.

The Findlays have written a book to help students understand the separate provisions of the Constitution. They have followed the original text Article, Section, and Clause on the left-hand page of the text; on the opposite page they have given their own interpretation, a graphic illustration by Mr. Dawson, and a final summary.

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Article 1
Section 10
Clause 2

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p. 106

p. 107

In addition to the explanations, all parts of the Constitution which have been made obsolete by time (the references to the slave trade before the year 1808) or superseded by amendments are crossed out with thin lines.

Further to help the reader who uses the book for reference, two indexes are included: one listing articles, sections, and clauses; the second an index to subjects.

HOWARD CUMMINGS

Office of Education
Washington 25, D. C.

FUNDAMENTALS OF SOCIOLOGY. By Seba Eldridge and Associates. New York: Thomas Y. Crowell & Co., 1950. xiii + 720 p. \$4.75.

ELEMENTS OF SOCIOLOGY. By Don Martindale and Elio Monachesi. New York: Harper and Brothers, 1951. xi + 724 p. \$5.00.

As their titles imply, these books are designed for use in the introductory college course in sociology. Each presents an extensive and basic body of significant data for introducing students to this field of study. The one is the work of two professors at the University of Minnesota. The other is the product of the association of Professor Eldridge with Professors Berry, Gibbard, Gist, Rosenquist, and Willey—all well known to persons familiar with sociological writing in the United States.

Although each of these books represents a distinctive achievement in the organization of its materials, nevertheless there is little similarity in content. As many of us recognize, this means that sociology will not become a relatively exact science until such time as more complete agreement can be reached on basic concepts and on the general content of the course. As the introductory books now stand, and these two are no exceptions, authors are allowed to designate any of a wide variety of materials as introductory sociology. Authors of introductory texts have taken great liberties since Robert Park and Ernest

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Burgess, three decades ago, gave the profession at least some of the fundamental concepts from which departure might be taken.

The volume by Eldridge and Associates comes closer to the conventional inclusion and exclusion of material as employed during the past decade or two than the one by Martindale and Monachesi. It presents a section on each of such universally conceived items as culture, institutions, ecology, and social processes. Furthermore, it gives considerable attention to population and does not neglect a discussion of the general impact of society on human personality. Because of a somewhat traditional adherence in its overall organization, this book is likely to make an extensive appeal to college teachers. On the other hand, since it might be characterized as breaking with tradition—not so much in its content as in its novel method of presentation—the volume by Martindale and Monachesi will certainly appeal to the venturesome among us.

It is refreshing to find a textbook—the Martindale and Monachesi—which, instead of avoiding the backgrounds of the current science of sociology, gives readable and pertinent data on "the sociological tradition" which has come to us from Comte, Spencer, Maine, Durkheim, Ward, Gid-

dings, Sumner, Cooley, and others. Neither is the orientation of students to the framework and content of sociology neglected. In these respects it represents a brief but commendable introduction to social theory. In its way it may exert an influence in the fifties comparable to that exercised by Park and Burgess during the twenties.

Also, in this volume the contributions of other sciences—biology, geology, archaeology, ethnology, psychology, and linguistics—are treated exhaustively for an introductory book and make it, in part at least, a treatment of the evolution of thought. This phase of the presentation illustrates the Comtean idea of the unity of knowledge and the necessity, speaking educationally, for the integration of the materials of the learning process.

As a well-chosen supplement to these theoretical materials the men from Minnesota as well as Eldridge and his Associates are to be commended for the presentation of extended summaries on institutions, a description and analysis of which might conceivably constitute the materials out of which the introductory course in sociology might be designed. In each book the institutional treatment has been interwoven with many appropriate references to the theorists from whom the

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science of sociology is derived.

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Illinois State Normal University

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